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ABSTRACT

This annotated bibliography of Egyptian publications on education contains 108 entries. Publications include journal articles, books, and government documents. The following educational topics are covered: adult education, teaching Arabic language, art education, audiovisual aids, teaching civics, formation of committees, secondary school courses of study, industrial curriculum, developmental psychology, education and society, activities, administration, preparatory school aids, guides, reports from organizations, research, educators, university faculties, universities, teaching geometry, graduates, history of education, home economics, illiteracy, intelligence tests, laws, teaching mathematics, teacher education colleges, mental health, perpetual education, philosophy of education, politics, primary education, private education, religious education, school administration and organization, school theater, social psychology, sports education, student problems, teacher training, technical education, and care for mentally retarded. Each entry provides author, title, source, and date. The bibliography concludes with an index to authors and sources. (ND)

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SELECTED BIBLIOGRAPHY OF EGYPTIAN EDUCATIONAL MATERIALS

Vol 1, No. 4, 1975

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ADULT EDUCATION

1. Abdul Meguid, Mohamed, "Ta'lim Al-Kibar fi Misr bayna Al-Nazariyyah Wal-Tatbiq, (Adult Education in Egypt; Theory vs. Practice), "Ta'lim Al-Jamahir" 2nd year, Issue No. 4, (1975), pp. 108 - 123.

At the beginning of his article, the writer defined adult education, distinguishing it from fighting illiteracy.

He reported the findings contained in a survey prepared by a student taking part in the programme organized at the Training Centre at Manshiet El Bakri for candidates for promotion to higher jobs on how participants in the programme understand the meaning of adult education.

He reviewed the definition and content of adult education as used in Britain, the United States of America and Federal Germany, proposing a definition which he thought is worthy of adoption.

The writer went on to explain the function of adult education, then discussed adult education in Egypt, relating its history and development from the earliest times until the promulgation of Law No. 68 of 1970 governing adult education and eradication of illiteracy.

Concluding his article, the writer discussed the future of adult education in Egypt in the light of this Law, indicating the role of both the Administration of Adult Education of the Ministry of Education and the Supreme Council for Adult Education and Eradication of Illiteracy and pointing to the role of governmental and non-governmental bodies in this respect.

problems of

2. Abul Hassan, Rushdi, "Surah 'Amaliyyah Li-Mushkilat 'Ilmiyyah fi Ta'lim Al-Kibar", (A Practical Demonstration of Academic Problems in Educating Adult Illiterates), "Ta'lim Al-Jamahir", 2nd year, Issue No. 4, (1975), pp. 138 - 141.

In an introductory note, the writer explained the reasons why adult education differs from the education of youngsters. He related his own experience as a volunteer teacher in classes of illiteracy in a village in Minya Governorate, indicating why students do not progress at the same degree as youngsters, describing the function of the teacher and the steps required to help students develop.

In this connection, the writer reviewed the methods adopted to develop their standard which included: warnings, drawing of attention, advice, tracing the various differences between students, making the period of study appealing to students to guard against distractions, reviving their idle capabilities, arousing their ambition, tracing common errors among students for eventual uprooting and lastly, training students to develop the habit of reading as a means and not as an end.

The writer explained each of the foregoing methods, giving examples obtained from his own experience.

ARABIC LANGUAGE

3. Badr, Ahmed Abdul Latif, "Nahw Ta'rib Al-'Aamiyah Al-Madrasiyah", (Towards an Arabization of the School Colloquial), "Al-Ra'ied", magazine of teachers, 20th year, Issue No. 4, (December 1975), p.10.

Following an introduction in which the writer mentioned the impact of Arab mixture with Persians, Greeks and Indians on the Arabic language, injecting wrong usages in the language, he commented on the present widespread colloquial and wrong expressions in the information media and in schools.

The writer went on to say that safeguarding the language would safeguard religion, nationalism and national dignity, adding that the colloquial could be reconciled with the classical language.

He called upon teachers, particularly in the first stage of education, to substitute the colloquial with easy and simple Arabic words. He cited examples to demonstrate the approach which teachers should adopt in this respect.

Curricula

see : 16

Methods of Teaching

4. Jabir, Jabir Abdul Hamid, Al-Turuq Al-Khassah Bi-Tadris Al-Lughah Al-'Arabiyah Wa-Adab Al-Atfal", (Methods of Teaching Arabic and Children's Literature), Cairo, Ministry of Education, 1975, 168p.

An indication is made in this book's introduction of the most characteristic features of this volume which distinguish it from other writings on methods of teaching Arabic. It also shows the purpose of the book.

The text is divided into two parts, the first of which is in turn subdivided into two chapters. Chapter 1 deals with the Arabic language and gives its significant characteristics and functions. It further shows the purpose of teaching this language as well as its branches in the primary stage.

In chapter 2, the author deals with the methods of teaching Arabic reading, explaining in this connection the factors which influence the reading process and the methods of teaching it, together with an explanation of the advantages and shortcomings of each method. He further deals with the tools and aids utilized in the teaching of Arabic and reading text books

in the primary stage, the methods of preparing a child to read, the types of reading, the pitfalls in reading and the manner in which reading could be made appealing.

The second part begins with chapter 3 in which the author discusses the aims and types of children's literature. Chapter 4 deals with story telling and shows the most appropriate types of stories designed for children in the nursery and primary stage and the bases for selection of stories and the methods of teaching them.

Chapter 5 is concerned with methods of teaching dictation and calligraphy while the sixth deals with methods of teaching expression. The seventh chapter is devoted to linguistic drills, indicating their purpose and teaching methods.

Chapter 8 reviews the curricula in nurseries and the primary stage in general, while the ninth chapter indicates the importance of the groups of linguistic activities, such as the school journal group, the radio group, and the oratory group and the manner in which these groups are constituted.

Chapter 10 deals with the teaching of reading and writing for adults, while the eleventh and last chapter discusses individual differences between pupils and the method in which more than one level could be taught in the same class.

A list of useful reference material is given at the end of the book.

Secondary Schools

5. Fuad, Ne'mat Ahmed, "Kayfa Yu'allimouna Al-Lughah Al-Ingliziyah? Wa-Kayfa Nu'allim Al-Lughah Al-'Arabiyah?', (How Do They Teach English and How Do We Teach Arabic?), 'Al-Akhbar" newspaper, 22nd year, Issue No.7296, (November 6, 1975), p.9.

In this article, the writer drew a comparison between the curriculum of English and that of Arabic in the first year secondary.

Starting with the curriculum of English language, she described the advantages of the English reading textbook in use this year, whether as to the level of the twenty one short stories contained therein or as to the manner in which these stories are presented in an impressive style of language.

She also described the method of teaching calligraphy and how to improve handwriting.

The writer then reviewed, by way of comparison, the Arabic language curriculum in the same year (i.e. the unified book of reading, basic grammar, literature and poetry), showing its deficiencies, lack of association with life and the fact that it gives more attention to pre-Islamic rather than modern literature.

Concluding her article, the writer referred to the possible effects of such deficiencies on the standard of graduates in the future.

Teaching Methods

6. Abdul 'Aal, Abdul Muneim Sayyed, "Turuq Tadris Al-Lughah Al-'Arabiyyah", (Methods of Teaching Arabic), Cairo, Gharib Bookshop, 1975, 153p.

The introduction of this book explains the aims of the special methods of teaching Arabic, the reasons why attention is given to the teaching of the language and the function of the Arabic language teacher.

The text of the book is divided into a number of subjects dealing with the function and role of the teacher, the language and how it develops in children, the aims of teaching Arabic and the general methods of teaching.

In this connection, the author dealt with the lecturing method, the measurement method, the inductive method, the group method and the dialogue method. He also dealt with the preparation of lessons, showing its importance, with demonstrative aids, showing their types and use and with short stories, indicating their types and importance.

The writer went on to explain the methods of teaching the various aspects of the language namely: reading, poetry, expression and conversation in the primary school and dictation, calligraphy, grammar and, lastly, rhetoric.

The last part of the book is devoted to a discussion of adult education whether in illiteracy classes or in the subsequent follow-up stage, showing the aims of literacy campaigns and the conditions to be fulfilled by teachers of illiterates.

ART EDUCATION - TEACHING METHODS

7. Zaki, Lutfi Mohamed, "Turuq Tadris Al-Tarbiyah Al-Fanniyah Bi-Dur Al-Mu'Allimin Wal-Mu'Allimat", (Methods of Teaching Art Education in Men and Women Teacher Training Colleges), by Lutfi Mohamed Zaki and Mahmoud El-Nabawi El-Shal, Cairo, Ministry of Education, 1975, 206p.

In their introduction, the authors explain the important factors taken into consideration during the compilation of the text of this book and review some aspects of its six parts.

In Part 1, they deal with visual education, explaining in this connection the methods of visual comprehension, the visual distinguishing of numbers, the stability of comprehension and visual knowledge and education.

Part 2 deals with the distinguishing characteristics of children's drawing and explains in this respect the qualities and features common in all children's drawing.

In Part 3, the authors deal with creativeness, defining it and mentioning the mental and non-mental characteristics of creativeness.

The fourth part discusses pupils' artistic work and shows the importance of evaluation of art work, giving the meaning of evaluation and describing the characteristics of anyone undertaking evaluation.

Part 5 is concerned with art exhibitions and describes the manner in which they are organized, their kinds and the general rules governing their organization. The scopes of these exhibitions and the methods for selecting students' art work for display are also explained.

The sixth and last part deals with the types of artistic activities and the manner in which art education could be utilized in teaching primary sciences and social studies.

AUDIO-VISUAL AIDS

8. El-'Abd, Abdul Meguid, "Al-Mu'inat Al-Sam'iyah Wal-Basariyah min ajl Al-Tanmiyah", (Audio-Visual Aids for Development), Cairo, Ministry of Manpower and Training, 1975, 12p.

This booklet shows the extent to which audio-visual aids are useful in serving man, bolstering his ability to learn and helping him to acquaint himself with what is going on around him.

The booklet further indicates the need for developing audio-visual aids in order to revive man's dormant mental faculties and to motivate him to develop these faculties.

According to the booklet, audio-visual aids are important as a vital means in any educational endeaveur aimed at eradicating illiteracy and checking its spreading.

It also shows their value in generating interest in learning and also in perfecting one's work.

The types of audio-visual aids are described in this booklet and classified according to their effect on the various factors which enter into the teaching process.

In conclusion, the booklet reviewed the factors which encourage the individual, the enterprise and the state to compete and cooperate in inventing, renewing and rationalizing audio-visual aids.

9. Mohamed, 'Awatef Ibrahim, "Kayfa Nu'id Al-Tifl Nafsiyyan Li-Zihab ila Al-Hadanah?", (How to Prepare the Child Psychologically to Go to the Nursery?), "Sahifat Al-Tarbiyah", (The Magazine of Education), 27th year, Issue No. 4, (October 1975), pp. 8 - 10.

The writer explained at the beginning of her article the proper method for weaning children, adding that there should be a gradual process for detaching the child from the familiar home in which he is living in order to send him to the nursery during the early years of his life.

Following an explanation of the role of both parents in helping the child in such detachment and in making him get used to the nursery, the writer pointed to the attitude of the nursery, its principal and supervisors towards a newly-admitted child.

Concluding her article, the writer reviewed the findings of a psychological research undertaken on children, showing how their nervous system is affected by the general atmosphere in which they move and how the discipline and order observed in the class room affect the development of the social relationship between children and cause them to get attached to their nursery.

10. 'Emara, Soad Hassanein, "Ba'd Al-Mafahim Al-Shaiah 'an Al-Haml Wal-Wiladah Wa-Tarbiyat Al-Atfal", (Some Common Misgivings about Pregnancy, Child Birth and Child Upbringing), A Field Survey, "Sahifat Al-Tarbiyah", (The Magazine of Education), 27th year, Issue No. 4, (October 1975), pp. 48 - 54.

In her introduction to this survey, the writer mentioned inherited customs and misgivings about pregnancy, child birth and child upbringing prevalent among Egyptian families. She reviewed the points which stress the importance of this survey, then related the steps taken to compile the necessary material from a number of Egyptian families residing in the city of Cairo.

The writer analyzed the results obtained from this survey from a statistical point of view, all of which related to mothers, the number of children in the family in relation to the mother's education, the mother's awareness about her health, the belief in superstition, nutrition of mothers, babies' feeding and diseases widespread among children and how to treat them.

From this anlaysis, the writer came out with a set of recommendations which, in her opinion, were adequate to wipe out all misgivings about pregnancy, child birth and child upbringing.

11. Radwan, Younes Ahmed, "Al-Maktabah Ka-Warshah Dirasiyah Li-Tadris Al-Mawad Al-Ijtima'Iyah", (The Library as a Workshop for Studying Civics), "Sahifat Al-Maktabah", (Library Magazine), Vol. 7, Issue No. 3 (October 1975), pp. 38 - 51.

In his introduction to his article, the writer described the speed at which changes are taking place in all fields of life and human knowledge and the manner in which they are quantitatively growing in our contemporary world, thus confronting education with basic challenges and demands.

Mentioning the relation between libraries and the teaching of civics, the writer cited a practical example obtained from the curricula of history in the second year of men and women teacher training colleges, the second class of the literary section and the second class of the preparatory stage, being the topic of "The Holy War of the Arabs against the Crusades and the Moguls", describing the method of teaching this topic, the elements of work assignment and the distribution of class-work among pupils. The writer also gave a bibliographical list of the most important books of value in studying each element of the topic. He indicated the extent of benefit reaped by pupils from studying this topic in this manner.

Concluding his article, the writer mentioned the considerations which he took into account in selecting the books and reference material dealing with this subject.

COMMITTEES, FORMATION OF

12. A.R.E., Legislations, Laws, Regulations.... etc., "Ministerial Resolution No. 167 Dated October 22, 1975 in Connection with the Formation of a Committee for Supervising Modern Mathematics", Cairo,Cabinet of the Minister, Ministry of Education, 1975, 2 stencil pages.

This resolution is issued in four Articles, the first of which names the Members who constitute the Committee, some of whom are from the Ministry of Education and some are outside members.

Article 2 sets forth the functions of the Committee stating that it shall undertake the field follow-up of experimental schools, prepare training programmes for teachers of modern mathematics, devise solutions for any difficulties encountered in teaching modern mathematics and coordinate with universities.

The third Article determines the remunerations payable to Committee members, while Article 4 provides for the implementation of this Resolution.

13. A.R.E., Legislations, Laws, Regulations.... etc., "Ministerial Resolution No. 179 Dated November 4, 1975 in Connection with the Formation of a Committee for Formulating and Implementing a Plan for Assessing the Impact of Nutrition on the Educational Aspect of Pupils in Primary Schools in the Rural Areas of Certain Governorates", Cairo, Cabinet of the Minister, Ministry of Education, 1975, 2 stencil pages.

This Resolution consists of five Articles.

Article 1 names the members of the Committee.

Article 2 enumerates the Committee's terms of reference, being the formulation of the evaluation plan together with a scheme for implementing this plan and following it up.

The third Article grants the Committee a free hand in soliciting the assistance of whomever it wishes in the course of performing its mission.

Renumerations payable to Committee members are fixed in Article 4, while the fifth and last Article specifies the date of implementation of the Resolution.

COURSES OF STUDY - SECONDARY SCHOOLS

14. A.R.E., Legislations, Laws, Regulations.... etc., "Ministerial Resolution No. 242 Dated December 20, 1975 in Connection with the Courses of Study in the General Secondary Stage for the School Year 1975/76", Cairo, Cabinet of the Minister, Ministry of Education, 1975, 4 stencil pages.

This Resolution falls into Five Articles dealing with the teaching of civics in the general secondary stage and the number of weekly hours devoted to military training in secondary military and equivalent schools.

Two tables are appended to the Resolution, one dealing with courses of study in general secondary schools during the school year 1975/76 and the second dealing with studies in secondary military schools for the year 1975/76.

15. Hendam, Yehya Hamed, "Al-Manahij; Ussusuha, Takhtituha, Taqwimuha", (Curricula; Principles, Plans and Evolution), by Yehya Hamed Hendam and Jabir Abdul Hamid Jabir, Cairo, Dar El-Nahdah Al-'Arabiyah, 1975, 336p.

The introduction to this book shows the importance of curricula in the life of an individual, teachers and students alike.

The authors then explain the broadlines of the material contained in their book, distributed over six parts subdivided into fourteen chapters.

Part 1, consisting of one chapter, deals with the evolution of the concept of curricula and the factors influencing it.

The second part consists of four chapters. Chapter 2 shows the relation between psychological principles and curricula, while the third chapter explains the relation between cultural principles and curricula. In this connection, the writer shows the relation between culture, society and school on the one hand, and curricula on the other.

In the fourth chapter, the authors describe the relation between philosophical and social principles and curricula. In this connection, they discuss the relation between the philosophical and social changes in the Egyptian society and the formulation of curricula.

In Chapter 5, they discuss the nature of knowledge and its relation to curricula.

Part 3, which encompasses Chapters 6,7 and 8, deals with educational planning. While Chapter 6 explains the aims and types of education,Chapter 7 shows how curricula experts are selected. The eighth chapter discusses the contents of curricula, showing their problems and principles.

In their fourth part, which embraces Chapters 9, 10 and 11, the authors explain types of curricula, mentioning in this respect the curriculum of separate school subjects, the broad fields curriculum, the activity curriculum and the core curriculum.

The fifth part deals in its twelfth and thirteenth chapters with the relation between evaluation and curricula, giving the fundamentals and tools of the evaluation process.

The sixth and last part discusses in its fourteenth chapter the formulation and development of school curricula.

A list of basic reference material of value to students of curricula is given at the end of the book.

Arabic Language

16. A.R.E., The National Centre for Educational Research, "Al-Manahij Al Mutawwarah Lil-Lughah Al-'Arabiyah fi Al-Ta'lim Al-'Aam", (Developed Curricula of the Arabic Language in General Education), Cairo, 1975, multiple numbering .

The introduction of this document stressed the need for developing curricula, reviewed the bases on which the development process would be conducted and showed the steps taken by specialized committees to develop school curricula in general education.

The document falls into three sections: the first deals with developed curricula of Arabic in the primary stage, while the second is concerned with curricula in the preparatory stage and the third deals with secondary education curricula.

In each of these sections, a review is made of the proposed school plans, the general objectives of Arabic teaching and the specific objectives in each respective section,

The document ends with a review of the contents of the Arabic language programmes divided by branch and school year.

Industrial Schools

17. A,R.E., Ministry of Education, School Curricula, "Al-Mawad Al-Fanniyah Wal-Tadribat Al-Mihniyah Li-Sufuf Al-Talatah Lil-Sina'aat Al-Mi'mariyah", (Technical Subjects and Vocational Training for the Three Classes of Architectural Industries), Cairo, 1975, 147p.

The introduction to this book sets forth the object of the curricula and stresses the need for promoting the methods whereby students are mentally, bodily and morally prepared, and capable artisans and foremen are trained.

The book then reviews the curricula of the four groups of study, namely the first group which covers the curricula of the branches of construction, whitewashing, architectural carving and granite work. The second group of curricula deals with concrete, carpentry and architecture, while the third pertains to plumbing. The fourth and last deals with architecture in general. Each of the foregoing groups indicates the courses and curricula in each particular subject, divided according to classes, in addition to a word on the object of teaching each subject.

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DEVELOPMENTAL PSYCHOLOGY

18. Zahran, Hamed Abdul Salam, "'Ilm Nafs Al-Numuw; Al-Tufulah Wal- Murahaqah", (Developmental Psychology; Childhood and Adolescence), 3rd edition, Cairo, 'Alam Al-Kutub, 1975, 462p.

The author begins his book with an introduction in which he talks in general about psychology, with special reference to developmental psychology as one of its branches.

The text of the book falls into seven chapters. The first is an introduction to developmental psychology showing its significance, history and methods of research and educational applications.

In Chapter 2, the author deals with the pre-birth stage.

Chapter 3 is concerned with childhood, which consists of four stages: childhood from the time of birth to the age of two, early childhood from the age of 2 to the age of 6, middle childhood from the age of six to nine and late childhood from the age of nine to twelve.

In the fourth chapter, the author discusses childhood in general and in particular the child's concept of the ego, religion and ethical growth and the child's psychological needs.

Chapter 5, which is devoted to a discussion of the adolescence stage, is divided by the author into two parts, the first part deals with early adolescence, while the second deals with late adolescence.

In Chapter 6, the author discusses adolescence in general and in particular the adolescent's concept of self, religious and ethical development and reviews the needs of an adolescent.

The seventh and last chapter is devoted to problems of childhood and adolescence, problems of mental deficiency, educational retardation, emotional disturbances, nutrition, discharge, growth, vocal diseases and sex deviation, problems of the handicapped, juvenile delinquency and youth problems. A list of bibliographical references is given at the end of the book for further information on this subject.

EDUCATION AND DEVELOPMENT

19. Hussein, Mansour, "Qadiyyat Al-Tanmiyah", (The Problem of Development), "Sahifat Al-Maktabah", (Library Magazine), Vol.7, Issue No. 3, (October 1975), pp. 5 - 11.

In his introduction, the writer explained the aims of economic and social development and the importance of an overall national planning as a method for accomplishing socio-economic development.

In the field of economic development, the writer reviewed the spheres which require growing attention, such as industry, agriculture, the other sectors of commodities, public utilities and the sectors of productive services. On the subject of social development, where man is the target, he reviewed the fields which need attention in order to develop man's capability and to raise his standard.

Speaking of education as a key to development, both economic and social, the writer discussed the means for linking educational policies, plans and curricula to the needs of socio-economic development. He also discussed the means for adjusting education and curricula to the characteristics of the local environment.

In conclusion, the writer talked on administrative development showing its object and vital requirements.

EDUCATION AND SOCIETY

20. Hussein, Mansour, "Al-Sukkan Wal-Binaa Al-Ijtima'i", (Population and the Social Structure), by Mansour Hussein and Karam Habib, Cairo, Maktab Al-Wa'y Al-'Arabi, 1975, 282p.

In their introduction to this book, the authors reviewed the features of developing societies and the bases on which society develops.

The text of the book falls into five parts, the first of which deals with the population factor, the second with the inter-relations between population and social change while, the third is devoted to a discussion on the relation between population and patterns of civilization.

Part four gives some views and suggestions regarding the problem of over-population.

The fifth and last part is devoted to a study of the relationship between education and the population problem.

This part is subdivided into two chapters. The first chapter deals with the relation between education and production and how each influences the other, the socialist trend of education, the overall planning for education and the need for cooperation in this respect.

The second chapter is concerned with a discussion on the development of education as a national necessity, by reference to modern trends and their requirements in the field of education and the role played by education in certain problems encountered in modern progress. Among the problems enumerated in this respect are illiteracy, cultural backwardness, habits, copying and deepening roots of technology, keeping abreast with scientific and technological progress and, lastly, youth inclinations and problems.

The book ends with a list of basic Arabic and foreign reference material which may be consulted for futher information on this subject.

EDUCATION IN A.R.E.

21. Ahmed, Nazli Saleh, "Hawla Al-Ta'lim Al-'Aam Wa-Nuzumihi; Dirasat Muqaranah", (General Education and its Systems; Comparative Studies), Cairo, the Anglo-Egyptian Bookshop, 1975, 515p.

This book, which consists of nine chapters, deals with education and educational systems in the Arab Republic of Egypt and in some other Arab and foreign countries.

In the various parts of this book, the author stressed the importance of comparative education and reviewed the general features of education in the Arab World and in both capitalist and socialist worlds.

The writer reviewed the systems of education in the Arab Republic of Egypt in its various stages, beginning with nurseries and kindergartens. She reviewed the history and development of kindergartens and nurseries and showed how the establishment of a Section for Nurseries and Kindergartens in the Directorate General of Primary Education affected the development of this stage of education.

After commenting on primary education, its syllabus and procedures for promotion and evaluation of pupils, the author pointed to the most vital problems faced by this stage.

She proceeded to a discussion on the methods for training teachers of the primary stage in the Arab Republic of Egypt and, in the course of her discussion of the preparatory and secondary education, described their development in the Arab Republic of Egypt and showed the aims of each stage as well as its place in the educational ladder.

Talking on the secondary technical education in Egypt, the writer reviewed the syllabi of its three branches and showed the increasing number of students in this stage.

The book ended with a list of the most prominent books consulted by the author.

22. Mustafa, Hassan, "Haikal Al-Ta'lim Al-'Aam; Waraqat 'Amal fi Tatweer Nizam Al-Ta'lim Al-'Aam", (The General Educational Infrastructure; A Working Paper For the Development of the General Educational System), Cairo, The National Council for Education, Scientific Research and Technology, 1975, 18 stencil pages.

This article is divided into two parts, the first deals with elementary education and the second with secondary education.

The first part discusses the position of elementary education in the educational ladder and describes the general characteristics and basic lines of its system. It enumerates the necessary requirements for extending years of compulsory education and for the renewal of education. Two appendices are appended to part one, the first giving preliminary details and estimates of the costs involved in meeting some urgent needs of the primary and preparatory stages, while the second represents a plan for organizing training programmes designed to raise the standard of teachers in the primary and preparatory stages who are presently in service.

The second part of the article deals with education in general and shows the position of secondary education in the educational infrastructure, describing its aims, function, general charateristics and the basic lines of its system in the various types of secondary education.

The writer also talked in general about secondary education, dividing it into a stage of general culture and a stage of orientation. He then dealt with secondary technical and vocational education, discussing its two stages, the technical and specialized and indicating the duration, objective and system of each stage.

This part contains two appendices, one representing a plan for studying in the first year secondary in all types of secondary schools and the other representing a plan for the second and third years secondary in the general culture stage.

EDUCATIONAL ACTIVITIES

23. El-Shal, Mahmoud El-Nabawi, "Ma'rad Al-Nashat Al-Madrasi Lil-Mawadd Al-Dirasiyyah 'Aam 1974/75", (Scholastic Activities Exhibition for School Subjects in 1974/75), Cairo, Heliopolis Educational Administration, 1975, 90p. plus 5p. in English.

The book begins with an introduction on the aim, philosophy and bases of this exhibition, including the stimulation of artistic abilities and the demonstration of the true value of experience and the importance of practical and functional experience in teaching.

The author goes on to discuss the significance of art education, agricultural education, home economics, religion, Arabic, school journalism, sciences, social subjects, mathematics, social education, sports education, theatrical education, musical education, libraries, English and French.

He indicates to the contributions made by teachers and responsible officials in displaying each of the foregoing subjects in the exhibition.

EDUCATIONAL ADMINISTRATION

24. Moursi, Mohamed Mounir, "Al-Idarah Al-Ta'limiyah; Usuluha Wa-Tatbiqatuha", (Educational Administration; Principles and Applications), 2nd Edition, Cairo, 'Aalam Al-Kutub, 1975, 223p.

Following an introduction in which the author showed the value of his book as a manual to those engaged in the field of educational administration, he dealt with his subject in twelve chapters.

The first chapter discusses the concept and characteristics of educational administration and the factors which influence it.

In the second chapter, the author explains the general principles of educational adminstration, while chapter 3 deals with the theory of administration, its meaning and sources of philosophy.

Chapter 4 deals with the types of power in educational administration, while Chapter 5 is devoted to a discussion on the importance of educational leadership, its patterns, bases for selection and training.

The sixth chapter deals with means of communication in the educational administration and explains its significance and trends.

Chapter 8 is concerned with a study of the concept of educational planning and the methods of promoting educational efficiency.

The ninth chapter explains system analysis, its aims, inputs and outputs.

Chapter 10 indicates the sources of financing education, cost accounting and returns, while the eleventh chapter describes the role of incantives in educational administration.

The twelfth and last chapter is devoted to an elucidation of the concept of supervision (or technical orientation) and its aims.

Concluding his book, the author commented on the future of educational administration and on the use of computers in this field.

A list of outstanding pertinent references is given by the author.

EDUCATIONAL AIDS

25. Abul 'Azm, Mohamed Abdul Rehim, "Mawad Ta'lim Al-Qiraah Wal-Kitabah", (The Material for Teaching Reading and Writing), "Ta'lim Al-Jamahir", 2nd year Issue No. 4, (1975), pp. 66 - 68.

The writer proved, at the beginning of his article, that the text books, with all their reading material, drills and tests, are inadequate for teaching adults how to read and write in illiteracy classes and also for youngsters in primary education.

The author showed the importance of the sentences and phrases written by teachers on blackboards and contained in bulletin boards, wall-journals, posters and text books of arithmetics with their drills and problems designed for teaching youngsters.

In discussing the foregoing subjects, the writer was keen on explaining each of them, showing how each is prepared and the considerations taken in such preparation as well as the method of utilization of each so as to serve the intended purposes.

Preparatory Schools

26. Ahmed, Mahasin Reda, "Dirasah Maidaniyah Lil-Wasaiyl Al-Ta'limiyah Bil-Madares Al-'Idadiyah", (Field Study of Educational Aids in Preparatory Schools), conducted by Mahasin Reda Ahmed, Saad Yassin Zaki and Abdullah Fikri El-'Eryan, "Sahifat Al-Maktabah", (Library Magazine), Vol.7, Issue No. 3, (October 1975), pp. 60 - 70.

This article represents the second instalment of a series of articles under the same headline. The first instalment (being an introduction to the series) appeared in the April issue of the same periodical.

The second article began with a statement on the objectives sought by this study and described the sample of teachers and schools which were selected for the study, the questionnaire forms prepared, the manner in which these forms were circulated, the questions set forth in the forms and the objectives of the questionnaire.

The writers reviewed the outcome of the study contained in twelve research papers which dealt with the necessity of providing educational aids and audio-visual material, the frequency of using such aids by teachers and to what extent they depend on modern aids, the sources from which teachers obtain their aids, the need for appointing a keeper for educational aids, the means of communication between the Educational Zone and the school, the availability of adequate room for demonstrating educational aids, the names of schools which have special appropriations for aids and the size of such funds, the teacher's own views on educational aids, the obstacles which stand in the way of utilizing educational aids by teachers and the suggestions made by teachers for overcoming such obstacles.

The article emphasized, in conclusion, the need for training teachers on the utilization of educational facilities.

EDUCATIONAL GUIDES

27. El-Serafi, Youssef Mohamed, "Dalil Al-Mu'allim fi Tadris Wa-Taqweem Maddat Al-Mushahdat Al-Tabi'iyah Wal-Bieiyyeh Lil-Saff Al-Thani Al-Ibtidaei", (A Teacher's Guide to the Teaching and Evaluation of Nature and Environment Study for Second Year Primary), by Youssef Mahmoud El-Serafi and Halim Ibrahim Greiss, Cairo, Ministry of Education, 1975, 36p.

This paper reviews the curriculum of nature study and shows the importance of sight-seeing and picnics as part of the teaching process.

It enumerates the aims sought by teaching this subject and explains how it assists pupils in acquiring knowledge and facts. It also helps them develop scientific talent and form sound aptitudes and inclinations. Each one of these aims is described, while teachers are advised to observe certain guidelines in teaching this subject.

The Guide ends with a definition of the scopes of the curriculum of nature study, which include: the principal features of the environment, communications within the local community and public places in the local environment, such as the market place, the post office, the railway station, the bus terminal, the hospital, water sources, arceological sites and the police station.

EDUCATIONAL ORGANIZATIONS AND BODIES - REPORTS

28. Qotb, Youssef Salahuddin, "Hawla Taqrir Al-Majlis Al-Qawmi Lil-Ta'lim Wal-Baht Al-'Ilmi Wal-Teknolojia 'an A'malihi fi Dawratihi Al-Thaniyah", (Report of the National Council for Education, Scientific Research and Technology on its Activities in its Second Session), Editor's Note, "Sahifat Al-Tarbiyah", (Magazine of Education), 27th year, Issue No. 4, (October 1975), pp. 3 - 7.

The writer reported on the activities of the Council during its second session, (October 1974 - July 1975), as set forth in its report and outlined, the vital principles embodied in the report and the Council's accomplishments in the session.

The vital principles are: modernization of the present conditions and modernization and renewal of education. In this respect, the Council dealt, inter alia, with reforming compulsory education and, in the meantime, studying methods for the renewal of education in primary schools and uplifting the teacher's standard.

Among the principles laid down by the Council for accomplishing its mission is the formulation of an overall strategy for national action.

The Council's outstanding accomplishments in its second session, as exemplified in its recommendations, are: the formulation of a national plan for fighting illiteracy, reconsideration of the methods for improving educational performance, studying examination systems and methods for the promotion of foreign language teaching, studying conditions of higher institutes with the aim of converting them into faculties, studying the present status of the faculties of education and teacher training colleges, giving more care to those who possess higher academic qualifications, studying obstacles to and finances of scientific research, completion of the fields of scientific specialization and completion of the steps for teaching and training delinquent students and dropouts in primary and preparatory stages.

In conclusion, the article listed the recommendations carried out by the responsible quarters, as being: the development of certain programmes for general education, the establishment of schools with one class only, the establishment of a university encompassing all higher institutes and the revision of the systems of examinations of the General Secondary Education Certificate.

EDUCATIONAL RESEARCH

29. El-Sayyed, Fuad Al-Bahi, "Al-Bahth Al-Tarbawi Al-Tatbiqi; Mushkilatuhu Wal-Ittijahat Al-Mu'assirah Li-Tarshidihi", (Applied Educational Research; Its Problems and the Contemporary Trends for its Rationalization), "Al-Ra'ied" Magazine of Teachers, 20th year, Issue No. 4, (December 1975), pp. 11 - 14.

At the beginning of his article, the writer drew a distinction between theoretical and applied research, saying that the latter is essentially dependent upon the former.

Following an explanation of the method of applied research and an indication of its approach to the educational process and its aims, the writer explained the partial method of research which may be utilized within the framework of a collective method. He showed the need for a pyramidal distribution of problems, describing how such distribution takes place.

He went on to discuss the fundamental stages of educational research, mentioning in this respect the stage of educational survey and explaining the steps required for carrying it out.

Later on, the writer explained the stage of associated field studies as well as the experimental stage, defining the scope of each.

30. El-Naggar, Hussein Fawzi, "Ahmed Lutfi El-Sayyed Ustaz Al-Jeel", (Ahmed Lutfi El-Sayyed; A Generation's Professor), 2nd Edition, Cairo, The Egyptian General Book Organization, 1975, 346p. (Biographical Series No. 4).

In an introduction, the author showed the impact of time and place (i.e. the environment) on man's life. He also discussed how historians are attracted by the life of a specific leader, giving a quick account of the life of Maitre Ahmed Lutfi El-Sayyed and showing his influence on his fellow compatriots.

The writer then proceeded to the text of the book which fell into three chapters. In the first chapter, he dealt with the time and place in which Ahmed Lutfi El-Sayyed was brought up, showing their effect on his life and thinking,

In Chapter 2, he talked on Ahmed Lutfi El-Sayyed's academic and literary works and articles published since 1907, the positions held by him and the philosophers,thinkers and events influencing him.

The writer went on to review Ahmed Lutfi El-Sayyed's views on education as a means for uplifting the nation and related his endeavours in developing, spreading and raising the standard of education and in calling for the adoption of modern educational methods, citing quotations from his writings to substantiate his opinion.

The writer described the function of education in Egypt as viewed by Ahmed Lutfi El-Sayyed.

In Chapter 3, he expounded on Ahmed Lutfi El-Sayyed's role in the establishment of the Egyptian University and its evolution from a national to a State University, reviewing his views on the University's mission.

Following an evaluation of the life of Ahmed Lutfi El-Sayyed from an historical point of view, the writer concluded his book with a list of Arabic and foreign books consulted in the course of this study.

FACULTIES AND UNIVERSITIES

31. 'Eid, Abdullah Kamel, "Al-Jami'aat Al-Iqlimiyah Wa-Kayfa Tuhaqqiq Risalataha", (Provincial Universities; How Do They Perform their Mission), "Al-Ahram" newspaper, 101st year, Issue No. 32429, (October 4, 1975), p.11.

The writer began with a review of the reasons justifying the establishment of provincial universities, indicating their impact on the realization of progress and development in remote Governorates and showing how they would mould individuals to become practical men performing their duties towards

their native home.

Talking on the University of Helwan and other universities maintaining branches outside the confines of the province, the writer showed how difficult it would be to control such branches.

In conclusion, the writer cited the fields of specialization needed in Suez, Port Said, Red Sea Governorates, the New Valley, Mersa Matruh and Aswan.

32. Donia, Hamed, "Al-Jami'ah Al-Khassah", (The Private University), "Al-Akhbar" newspaper, 24th year, Issue No. 7295, (November 5, 1975), p.12.

As an introduction to his article, the writer reviewed the report of the National Council of Education on the establishment of a national university which was submitted to the President, saying that its creation would not be contrary to the constitution.

The writer described the effects of the establishment of a private university on the absorption of students who, finding no room in Egyptian universities, seek education in foreign universities abroad. Likewise, he described its effect on the admission of newcomers who flock from outside countries to join Egyptian universities. This university would also absorb holders of Ph.D.'s in various fields of majoring who are not working in their respective lines. Furthermore, the new university would provide opportunities for Egyptian university professors who are compelled to seek employment in foreign countries for better pay.

In conclusion, the writer called for expedient measures to establish the national university which would give priority to practical faculties and to fields of specialization which are most needed by Egypt in its present era of open-door policy.

33. Donia, Hamed, "Rasayil Hawla Al-Jami'ah Al-Khassah", (Open Letters on the Private University), "Al-Akhbar" newspaper, 24th year, Issue No. 7303, (November 19, 1975), p.12.

Following a review of the readers' reaction to an earlier article by the author on the establishment of a national university and the question marks put forward in this connection, the writer said that, according to official documents, the State is sustaining losses in foreign exchange in order to educate twenty thousand Egyptian students overseas. He added that, in some cases, students could have excelled in their studies in Egypt but were barred from entering Egyptian universities by their failure to obtain the high total grades required in the General Secondary examination.

Concluding his article, the writer emphasized the need for an increased number of faculties of medecine, pharmacology, engineering and technology owing to the country's essential need for such faculties in view of the circumstances of the new Egyptian society.

34. El-Sahn, Abdul Fattah, "El-Fasl Al-Dirasi Al-Wahid Afdal Li-Jami' Aatina", (One Single Semester is Better for our Universities), "Al-Gumhouriyah" newspaper, 22nd year, Issue No. 8012, (December 3,1975), p. 5.

Following a discussion on the 2-semester experiment adopted by Egyptian universities in the 1960s and a comparison with the same experiment applied in England, the writer explained why this experiment failed in Egypt, mentioning that the reasons therefor are: the shortness of the academic year in Egypt, the distribution of courses over two semesters which results in making the curriculum studied in two months of the year, the difficulty of concluding examinations in winter, the non-existence of extra-curricular activities and, lastly, the overburden of professors.

Concluding his article, the writer called for the re-introduction of the 1-semester system in Egyptian universities, giving the justifications therefor..

35. Dawood, Sami, "Mubarrirat Li-Inshaa Al-Jami'ah Al-Ahliyah", (Justifications for the Establishment of the National University), "Al-Gumhouriyah" newspaper, 22nd year, Issue No. 8027, (December 18, 1975), p. 7.

In his introductory note, the writer mentioned that the Egyptian press has indicated interest in the proposed national university.

Following a definition of the word "national" which characterizes the university, the writer discussed the extent to which this university would be linked to the Government, explaining the difference between it and State universities.

After saying that this university is non-constitutional, he showed how this fact influenced attempts to annex the university to the Arab League. He then discussed the eight principles laid by the National Council of Education for the establishment of this university, analyzing each one of them with a view to showing the impact of the proposed university on the level of university education, on the principle of equal opportunities and on university graduates in Egypt.

36. Dawood, Sami, "Hawla Al-Jami'ah Al-Ahliyah", (About the National University), "Al-Gumhouriyah" newspaper, 22nd year, Issue No. 8034, (December 25, 1975), p. 7.

At the outset of his article, the writer mentioned the exceptions granted to certain categories not obtaining the required total grades in admittance in universities and its relation to the establishment of the national university, explaining the trends in the National Council of Education regarding the creation of a national university and showing how it would be financed and the attitude of the State towards it.

Commenting on the financing of the university, the writer described the manner in which the State Budget would be involved in its establishment, saying, in conclusion, that this project should be one hundred percent private and should be wholly undertaken by the private sector.

37. El-Damrawi, Mustafa, "Dirasah Hammah Lil-Majlis Al-Qawmi Lil-Ta'lim 'an Al-Jami'aat", (An Important Study by the National Council of Education on Universities), "Al-Masaa" newspaper, 20th year, Issue No. 6991, (October 22, 1975), p.3.

Following a review of the obstacles and problems precluding universities from performing their function and a coverage of the discussions on universities which took place in the National Council for Education, the article dealt with the problems of higher institutes, including the problem of looking down upon any non-university higher education, showing how this attitude results in a heavy demand on the part of students to enroll in universities. Among the problems discussed is the weak standard of the teaching staff in higher institutes as compared to that in universities. The article further showed how affiliation of higher institutes to the Ministry of Higher Education has resulted in their non-development.

The role of provincial universities in solving the problems of the institutes which may be annexed thereto is also reviewed in the light of the discussions of the National Council of Education.

EXAMINATIONS

38. El-Sebaei, Labib, "Hadit ma' Wazir Al-Ta'lim Al-'Aali hawla Al-Dirasah Wal-Imtihanat Wa-Ri'ayat Al-Tullab", (Interview with the Minister of Education on Studies, Examinations and Student Welfare), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 485, (November 1, 1975), pp. 44 - 45.

The writer reported the views expressed by the Deputy Prime Minister and Minister of Higher Education on the admission of students from Arab countries into Egyptian universities, giving their percentage to the total number of students enrolled in each faculty.

He explained the rules of admission for graduates of secondary technical schools into universities, mentioning the steps which the State intends to take to promote technical education on all levels and thus offset the shortage in graduates of this type of education experienced by the State.

The writer reported the views held by the Deputy Prime Minister on the general framework of the educational system and examinations which would be observed by the various universities as well as the plans envisaged by universities for introducing the system of auditing and public lectures, mentioning the conditions required for obtaining the necessary approvals for such system.

Concluding his interview, the Deputy Prime Minister and Minister of Higher Education said that university dormitories require constant maintenance and the students themselves should play a role in this respect, adding that universities of all types will extend welfare services to their students.

39. El-Sebaei, Labib, "Al-Imtihanat Al-Jami'iyyah Bayna Al-Fasl Al-Wahed Wal-Faslayn", (University Examinations between One and Two Semesters), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 488, (December 15, 1975), pp. 46 - 47.

Beginning his article, the writer reviewed the significant findings contained in the report of the National Council of Education on the adoption by all faculties of Egyptian universities - except the Faculty of Agriculture - of the system of one semester extending over one continuous year.

Relating the reasons for adopting the 2-semester system in Egyptian universities as from the academic year 1954/55, the writer explained how academic subjects were distributed over the two semesters and the method of examining students in these subjects.

The writer enumerated the reasons for the failure of this system which warranted its discarding more than ten years ago in all faculties with the exception of the Faculties of Agriculture.

He also mentioned the reasons which prompted the adoption of the system of one continuous year which, according to the writer, has no parallel anywhere except in Egyptian universities.

Concluding his article, the writer listed the recomendations contained in the above report of the National Council of Education concerning the adoption of a system whereby students are examined in each subject upon completing its study, apart from the periodical tests, explaining how this system may be implemented.

Faculties of Education - Practical Education

40. Mikhail, Nazmi Hanna, "Dalil Al-Tarbiyah Al-'Amaliyyah Li-Tullab Kulliyyat Al-Tarbiyyah", (Guide to Practical Education for Students in Faculties of Education), 2nd Edition, Assiut, Al-Najah Bookshop, 1975, 160p.

The book starts with an introduction setting forth its aims and showing its value in helping students acquire self-confidence at the beginning of their training.

Falling into eight chapters, the book deals, in the first chapter, with the teaching profession and practical education, saying that the school has emerged as a social institution.

Chapter 2 specifies the personal characteristics required in a teacher, such as the desire to teach, love for teaching, emotional balance, ability to attract others, tactfullness in human relationships and possession of a wide range of interests.

Chapter 3 is concerned with the nature of the teaching process, such as the transmission of knowledge to students and the systematization of educational situations.

The fourth chapter deals with the teaching profession, underlines the need for cultural and vocational specialization and explains how to qualify for the profession, indicating its ethics.

The fifth chapter is devoted to a study of the teacher's relationships with others, more especially with the school administration, his colleagues and students.

Chapter 7 discusses training on teaching and the manner in which lessons should be prepared and what to be done during and after lessons.

The last chapter deals with the teaching of some subjects such as natural sciences, mathematics and English.

Faculties of Education - Students Attitudes

41. Zaki, 'Enayat Youssef, "Ittijahat Talabat Kulliyyat I'dad Al-Mudarriseen nahwa Mihnat Al-Tadris", (Attitudes of Students of Teacher Training Colleges Towards the Teaching Profession), "The Annual Book of the Egyptian Society of Psychological Studies", Cairo, the Egyptian General Book Organization, 1975, pp. 73 - 119.

After stressing the importance of her present research and indicating its aims, the writer gave a quick review of the findings contained in some other research conducted in this field.

The writer went on to explain her method in preparing this research, especially as regards the development of a yardstick for measuring the various attitudes towards the teaching profession. She described how the yardstick was developed and how suitable samples were chosen among the students of faculties of education in Egypt for applying the yardstick on them. She also described the methods used in applying the yardstick and the procedure followed in analysing the findings of her research.

She concluded her research with the conclusions drawn by her, emphasizing the importance of sound attitudes towards the teaching profession, of uplifting the teacher's standard, of improving the system of supervision and promotion for the categories of teachers, of reconsidering the system of admission into faculties of education and of developing situations and experience conductive to a sound attitude towards the teaching profession.

Military Education

42. El-Nassag, Sayed Hamed, "Al-Tarbiyah Al-'Askariyah Al-Haiyrah fi Jami'atina", (The Perplexed Military Education in Our Universities), "Al-Gumhouriyah" newspaper, 22nd year, Issue No. 7990, (November 11, 1975), p. 5.

Discussing the various stages through which military education in universities has passed eversince it was known as "Al-Futuwwah" and till the academic year 1974/75, the writer described its shortcomings and lack of seriousness saying that this has reflected on the students themselves who showed no interest in it.

After showing the importance of this education in building up the youth in a military and disciplined fashion, the writer explained how such education may be developed to become a mode of life adopted, exercised and liked by every young man.

New Academic Year

43. El-Sebaei, Labib, "'Aam Jame'i Akhar; Hal min Jadid?", (A New Academic Year; Anything New?), Al-Ahram Al-Iqtisadi" magazine, Issue No. 483, (October 1, 1975), pp. 44 - 45.

In this article, the writer reviewed the changes expected to take place in the academic year 1974/75, and reproduced the views of the Deputy Prime Minister and Minister of Higher Education and the Presidents and professors of universities on the extent to which universities are prepared to meet the new academic year, the changes anticipated in the educational system and in examinations and the problems confronting the development of university education.

The writer commented on the backing of university budgets, showing how this would affect university education. He indicated the impact of the new University Regulation on the development of university education.

The writer further discussed the new systems of examinations which will be introduced as from the forthcoming academic year, indicating how it would facilitate things for students.

He pointed to the consolidation of student services, explaining the aim of creating student welfare funds and showing how beneficial they would be in providing students with the necessary social welfare.

The writer went on to review the opinion of the President of Cairo University on the measures taken by the University to overcome the problem of text books in the new year.

He quoted the President of Helwan University as saying that his University is revising all the syllabi and curricula of its various faculties.

Concluding his article, the writer mentioned the problems encountered by the Faculty of Fine Arts of Cairo University, as enumerated by its Dean, describing the manner in which they would be surmounted.

Problems of

44. Balba', Abdul Moneim, "Qadaya Jami'iyah", (University Issues), "Al-Ahram Al-Iqtisadi" newspaper, Issue No. 481, (September 1, 1975), pp. 38 - 39 plus 63.

The writer began his article with an indication of the dangers of expanding university education before the necessary arrangements have been made, saying that such expansion must be preceded by an increase in the number of professors, lecturing halls, laboratories and libraries and that new universities should be established to absorb the increasing number of new students.

Referring to the phenomenon of the large number of professors who give up their work in universities in order to take up other duties or work in Arab or foreign universities, the writer explained the reasons for such phenomenon, advanced solutions therefor and cited the example of some American universities which have successfully overcome this problem.

The writer went on to explain the function of the Central Agency for University and School Text Books and Educational Aids in providing the needed text books at reasonable prices.

In conclusion, the writer mentioned that professors are not enthusiastic about publishing their academic books for reasons given in the article, saying that measures must be taken to encourage professors to publish their works.

45. El-Sebaei, Labib, "Al-Haqa'iq Al-Muz'ijah fi Kulliyat Al-Tibb Al-Misriyyah; Qadiyyah Jami'iyyah", (Disturbing Facts in Egyptian Faculties of Medicine; A University Issue), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 487, (December 1, 1975), pp. 48 - 49.

Dealing with the problem of anatomy in faculties of medicine, the writer reported the views of the Chairman of the Anatomy Department of the Faculty of Medicine, Cairo University who divided the problems into two parts: the first relates to the shortage in the teaching staff with its bearing on teaching standards and its effect on the teaching body who find themselves unable to perform their duties properly, the second is concerned with the inadequacy of facilities and teaching requirements needed for demonstration during the teaching of anatomy, showing how such shortage in facilities affects the teaching of anatomy.

The Chairman of the Department presented suggestions for overcoming these two problems, namely: that a large number of demonstrators are appointed in the Anatomy Department each year for ten successive years, with measures to qualify these demonstrators to obtain their Ph.D's as soon as possible. He added that necessary measures should be taken to provide the material needs for procuring cadavers and, the establishment of museums in faculties of medicine as a means for overcoming this problem.

In this respect, he mentioned how such museums may be established and staffed by trained personnel.

46. "Al-Mu'idat Aw Nawat A'daa Hayaat Al-Tadris Bil-Jami'aat", (Women Demonstrators or the Nucleus of the Teaching Bodies in Universities), "Al-Masaa" newspaper, 20th year, Issue No. 7051, (December 21, 1975) p. 3

Beginning his article, the writer emphasized the need for giving more attention to women demonstrators in universities, explaining the justifications for and results of such action. Problems from which women demonstrators are suffering were reviewed. They included: lack of reference and foreign books in libraries of faculties and universities, lack of a teachers' association to trace and solve their problems, weakness of women demonstrators in foreign languages necessary for pursuing research and study, the problem of housing faced by members of the teaching staff working far away from home, the problem of scholarships granted to married women demonstrators and lastly, the problem of academic supervision over dissertations.

In the course of the article, solutions were suggested for overcoming each of these problems.

Professors

47. Abdul Kader, Mohamed, "Al-Qanun allazi A'ada Al-Jame'i ila Al-Warea", (The Law which Drove University Professors Backward), "Al-Akhbar" newspaper, 24th year, Issue No. 7312, (November 25, 1975), p. 9.

The writer of this article is critical of Law No. 46 of 1972 for the reorganization of universities in that it abolished the position of full professor and substituted it with Chairmen of Departments to be appointed every three years. He advocated restoration of the prior Law No. 184 of 1958 whereby universities were organized.

He went on to say that the position of full professor is recognized and maintained in universities throughout the world, adding that filling this position through selection is imperative as it results in raising faculty standard, whereas abolition of competition among the teaching body affects its academic standard.

Pointing to the disadvantages of the position of Department Chairman, the writer said that the instability experienced by occupants of this position reflects badly on the position itself and prejudices endeavours to uplift academic standards.

In conclusion, the writer showed how periodical changes in Department Chairmen undermines scientific research and hampers the steady progress, development and soundness of the Department.

Provincial Universities

48. El-'Eisawi, Abdul Sattar, "Kayfa Toghayyer Wajh Muhafazat Al-Menufiyah ba'd Jami'at Al-Sadat", (How to Change the Face of the Governorate of Menufiyah Following the establishment of Sadat University), "Al-Masaa" newspaper, 20th year, Issue No. 7004, (November 4, 1975), p. 3

Following an introduction on the keen interest in education shown by the Governorate of Menufiyah since the Nineteenth Century and the reasons for such interest, the writer discussed the positive steps taken by the governorate to establish the new university.

Pointing to the importance of this university to the Governorate, the writer said that its Faculty of Agriculture is already making a large contribution towards the enlightment of farmers.

He added that by application of the results obtained from the research conducted by this Faculty, the output of crops has increased.

Commenting on the Faculty of Education, the writer said that the first batch of graduates helped in alleviating the problem of shortage of teachers in the Governerate. He also described the Faculty's role in the practical training of boys and girls in schools, giving examples of the projects in which students of the Faculty take part.

In conclusion, the writer reviewed the role of the Higher industrial institute of Shibin El-Kom, now known as the Faculty of Engineering and Technology, in developing the Governorate.

Regulations of

49. El-Sebaei, Labib, "Kulliyat Al-'Ilam Wa-Laihah Dirasiyah Li-Awwal Marrah; Hal Tanjah ma' Naqs Al-Imkaniyyat? Qadiyyah Jami'iyyah", (The Faculty of Information and a New Regulation for the First Time; Will it Succeed despite the Lack of Possibilities? A University Issue), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 481, (September 1, 1975), pp. 40 - 41.

According to the writer, the issuance of a new Regulation governing the Faculty of Information has defined its features and has had its bearing on

its stability, thus ensuring the proper performance of its function.

Following a description of the problems encountered by the Faculty in terms of buildings and shortage in the teaching body as reflected in the ratio between teachers and students, the writer reported the views of some of the responsible professors on this Regulation, especially as concerns the changes introduced on the examination system, the distribution of grades between written and oral examinations and the conditions governing promotion of students from one year to a subsequent year.

In conclusion, the writer cited the opinion of the Dean of the Faculty on the system of admission, saying that he prefers a system whereby students selected by the Coordination Office may be interviewed before they are admitted in the Faculty, as is the practice in a number of higher institutes and in the faculties of education.

50. El-Sebaei, Labib, "Laihah Jadidah Wa-Malamih Hammah Li-Tatweer Al-Jami'aat", (A New Regulation and Important Features for the Development of Universities), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 482,(September 15, 1975), pp. 42 - 43.

In an introductory note to his article, the writer described the most outstanding features of the new Regulation governing universities, issued three years after the enactment of the Law No. 49 of 1972 whereby universities were organized.

The writer indicated the significant trends embodied in this Regulation as viewed by the Deputy Prime Minister and Minister of Higher Education in an effort to maintain an open-door policy towards the world universities and to coordinate efforts on the part of the various universities in the nomination of faculty and loaning of professors.

He reported the opinion of the Deputy Prime Minister and Minister of Higher Education on the powers and functions of the Supreme Council for Universities as set forth in the Regulation, indicating the role of the Committees to be created pursuant to the Regulation, being: the Committee of Laboratories and Scientific Instruments, the Committee of University Libraries and the Committee of University Buildings. He showed how these Committees would influence the development of university education.

In conclusion, the writer quoted the opinion of the Deputy Prime Minister and Minister of Higher Education on the role of each of the five Committees due to be established at faculty level pursuant to this Regulation in developing work in the respective faculties. These Committees are: the Committee for Students' Affairs, the Committee for Laboratories and Instruments, the Committee of Scientific Relations, the Committee of Foreign Culture and the Committee of Libraries.

51. El-Sebaei, Labib, "Al-Laihah Al-Tullabiyyah; Hal Hiya Qadiyyah Masiriyyah?", (The Students' Regulation; Is it a Matter of Life or Death?), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 484,(October 15, 1975), pp. 44 - 45.

The writer began his article with a review of the highlights of the discussions on the new Students' Regulation which took place at a Students' Symposium held in September 1975 and attended by a number of Government officials. The topic of discussion was "Egypt Two Years After the Crossing of the Canal and the Role of the Students' Associations."

A paper was read in the Symposium dealing with the philosophy of students' organizations. The significance of the Students' Regulation and the principle of constitutional ligitimacy were outlined by the writer. The full title of this paper was "Why is the Students' Regulation Considered a Matter of Life or Death?"

The writer went on to describe the important aspects of this paper, including the role of students in politics since the emergence of the July 23, 1952 Revolution and the Regulation's bearing on students' movements.

Concluding his article, the writer quoted some comments made in this paper to the effect that certain Articles in the Regulation are regarded by students to constitute an indirect tutelage on their activities.

Students' Associations

52. "Masouliyyat Jadidah amam Al-Ittihadat Al-Tullabiyah Al-Muntakhabah", (New Responsibilities Facing the Elected Students' Associations), "Al-Masaa" newspaper, 20th year, Issue No. 7037, (December 7, 1975), p. 3

This press report started with an account of the results of the elections of the Students' Associations in faculties and higher institutes and also the elections of cultural, social, technical, political and athletic committees as well as the rovers. It further reviewed the measures which would be taken in respect of the remaining elections.

Rules for nomination observed during these elections were also described in this press coverage.

Enumerating the responsibilities and functions expected to be assumed by Students' Associations, the writer stressed the need for promoting a healthy university spirit among students, endeavouring to solve students' problems, preparing and planning students' projects, making known the students' opinion on national events and establishing links between the student's wide base and their professors and officials in faculties.

The press coverage ended with a review of the forthcoming Eleventh Conference of Egypt's Students' Association scheduled to be held in January 1976 and underlined the subjects on its agenda.

53. Saraya, Usama, "Al-Qa'idah Al-Tullabiyah Wa-Maza Tureed mina Al-Ittihad Al-Jadid", (The Students Wide Base and What Does it Expect from the New Association), "Al-Ahram" newspaper, 101st year, Issue No. 32509, (December 13, 1975), p. 11

This article made a review of some suggestions revolving around students' expectations from the new Students' Association concerning: freeing the Cultural and Political Committees from any hindrances to free thought and action, calling for a political conference to draw up a Pact for political action in universities, discussing the future of university students and the problems they face upon graduation, linking graduates to their respective faculties, developing the present system of study, organizing students' trips abroad, drawing up a Pact of Honour for university press and, lastly, providing guarantees for the creation of a true Association for Students encompassing the sum total of students in Egyptian universities and working for the good of all their members.

54. Donia, Hamed, "Intikhabat Al-Tullab", (Students' Elections), "Al-Akhbar" newspaper, 24th year, Issue No. 7319, (December 23, 1975), p. 12.

Beginning his article, the writer commented upon the phenomenon of non-participation by students of theoretical faculties in voting on the first day of Students' Associations elections, contrary to students in practical faculties. He explained the reasons for such phenomenon.

He went on to say that a number of nominees in 'Ain Shams University have been eliminated, discussing the legality of such action and giving the reasons which led to their elimination, which included their failure to respect university traditions, their disregard to the Students' Association Regulations and their use of a style in writing characterized with defamation and destructiveness.

Concluding his article, the writer called upon the entire students body to arm themselves with knowledge so that, upon graduation, they would become good citizens working for the good of their country and nation.

Universities and Politics

55. "Surah Jadidah Lil-Siyassah Dakhil Al-Jami'ah", (A New Picture of Politics In the University), "Al-Masaa" newspaper, 20th year, Issue No. 6988, (October 19, 1975), p. 3

Following an introduction on the new form of political activity on the university campus as viewed by the President of the Republic and the Prime Minister, the writer commented on the Political Bureau for Universities set up in the Secretariat-General of the Arab Socialist Union with branches in

universities and explained the relationship between the Youth Organization, the Students' Association and the Socialist Union, saying that these bodies are lawful. The writer also showed the relations between both bodies and the students and teachers, indicating the aspects of activity in which both may take part.

The article ended with a review of the outcome of the October War which induced young men to engage in serious work for the benefit of Egypt.

56. Donia, Hamed, "Hal Tan'azil Al-Jami'ah 'an Al-Siyasah?", (Will Universities Be Insulated against Politics?), "Al-Akhbar" newspaper, 24th year, Issue No. 7283, (October 22, 1975), p. 10.

Reporting the highlights of a lecture delivered by the First Secretary of the Arab Socialist Union at a political session organized by the Higher Institute for Social Studies for assistant teachers and demonstrators, the writer emphasized the views held by the lecturer to the effect that universities should not be insulated against politics.

Following a description of the consequences of isolating universities from politics, the writer discussed the role of Students' Associations being the constitutional bodies within universities and showed the relation between these Associations and the University's Political Bureau.

Concluding his article, the writer related the political role which universities played during the period 1949 through 1952, showing its impact on the realization of the people's aspirations in securing British evacuation from the Canal zone.

57. Abdul Kader, Ali, "Al-'Amal Al-Siyassi Dakhil Al-Jami'ah Wa-Taqafah Al-Siyasiyyah", (Political Activity in the University and Political enlightment), "Al-Masaa" newspaper, 20th year, Issue No. 7058, (December 28, 1975), p. 3

Beginning his article, the writer drew a distinction between the study of politics by young men and their orientation in political culture on the one hand, and the actual exercise of political activity in the university on the other. He said that civics were in the past taught in universities as political material but proved a failure to indoctrinate youngmen with the required political culture.

Later on, the writer discussed the reasons for the failure of the Arab Socialist Union's Youth Organization in enlightening the youngsters politically showing the proper method for introducing politics to Egyptian youth And for their engagement in the political life of their country.

GEOMETRY, TEACHING

58 Abdul Sami', Mustafa, "Tadris Al-Handasah Al-Tahliliyah" (The Teaching of Analytical Geometry) "Sahifat Al-Tarbiyah", (The Magazine of Education), 27th year, Issue No. 4, (October 1975), pp. 55 - 59.

The writer began his article with an introduction in which he indicated the significance of analytical geometry and showed its importance among other mathematical courses taught at school, concluding that it received very little attention in Arab countries.

Following a definition of analytical geometry, the writer described its development, showing the Arab's role in developing it and mentioning the leading works written by the Arabs on this subject. He also reviewed the developments it has undergone in the West from the beginning of the Seventeenth Century until today.

The writer then described the methods of treatment in analytical geometry, whether in the traditional or the developed process, explaining the directional method.

Concluding his article, the writer stressed the importance of teaching analytical geometry to help students develop their ability to think in abstraction and to acquire types of logical thinking. He also said that analytical geometry could be used in all other physical applications.

GRADUATES

59. Hassan, Hussein Abdul Hamid, "Ila Ayna Yazhab Alaaf Al-Khirrijeen?", (Where Do Thousands of Graduates Go?), "Al-Gumhouriyah" newspaper, 22nd year, Issue No. 7969, (October 19, 1975) p. 5

At the start of his article, the writer showed how admission of large numbers of General Secondary Certificate holders into universities would result in an increasing number of graduates who would, eventually, constitute a burden on the State. He enumerated professions suffering acute shortage in employees, showing the causes for this situation and its impact on Egypt's vocational and professional progress.

Solutions devised by the author for this problem call for expansion of technical and vocational schools and institutes and orienting students to join them. He described the procedure for promoting students from one stage of technical and vocational education to another, citing examples to illustrate his views.

HIGHER STUDIES

60. Youssef, Nadia, "Al-Markaz Al-'Ilmi Li-Tatweer Baramij Al-Dirasat Al-'Ulia", (The Scientific Centre for the Development of the Programs of Higher Studies) "Al-Masaa" newspaper, 20th year, Issue No. 7004, (November 4, 1975) p. 3

Explaining that the idea behind the establishment of this Centre goes back to a recommendation adopted by the UNESCO in 1968 to the effect that necessary measures should be taken to check immigration by the educated young men from developing to developed countries as a result of the nonavailability of the required scientific atmosphere, the writer described the object of the Consultative Committee which the UNESCO constituted for the purpose of visiting Egypt and mentioned its role in the creation of this Centre.

The writer went on to describe the steps taken to establish and finance this Centre, mentioning its fields of specialization in higher studies and research and its role in assisting university professors to keep abreast with the most recent research undertaken.

The writer then discussed the scholarships extended by the Centre to the teaching bodies in universities, mentioning their duration and the conditions for granting them.

Concluding her article, the writer mentioned the possibilities of turning this Centre into a Faculty for Higher Studies.

HISTORY OF EDUCATION

61. Farid, Zeinab Mohamed, "Min Tarikh Al-Ta'lim fi Misr", (From the History of Education in Egypt), Cairo, The Anglo-Egyptian Bookshop, 1975, 168p.

In her introduction, the writer stated the reasons for selecting the subjects dealt with in her book as well as the aims sought by her presentation of the material contained in the book.

The text of the book is divided into two parts comprising ten chapters.

The first part, containing the first seven chapters, deals with Kasr El-Aini School of Medicine. Chapter 1 discusses the subject in question and shows its significance, while Chapter 2 deals with the educational philosophy of Mohamed Ali's Government in the first half of the Nineteenth Century.

In Chapter 3, she deals with Kasr El-Aini School of Medicine under the Government of Mohamed Ali and shows, in Chapter 4, how education in this

School of Medicine developed during the second half of the Nineteenth Century till the beginning of the second half of the Twentieth Century.

Chapter 5 deals with the educational philosophy of the 1952 Revolution, while the sixth chapter is devoted to a discussion of the philosophy of contemporary education in Egypt.

In the seventh chapter, the writer deals with Kasr El-Aini Faculty of Medicine in the light of the philosophy of the 1952 Revolution.

Part 2, which begins with Chapter 8 and continues through Chapter 10, is devoted to Madame Nabawiyyah Moussa whose life and educational achievements in the first quarter of the Twentieth Century are appraised. Her subsequent engagement in national non-governmental educational activities in the second quarter of the Twentieth Century is dealt with in the ninth chapter, while the tenth and last chapter deals with her accomplishments and educational views, including her views on school management.

62. Noshi, Ibrahim, "Tarikh Al-Ta'lim fi Misr", (History of Education in Egypt), Cairo, The Egyptian General Book Organization, 1975, 216p. Vol. I, The Ptolemaic Age.

In his introduction, the writer briefly reviewed the role played by the Ptolemaic Dynasty in Egyptian civilization, the reasons for its dependence upon the Greeks and the causes for Ptolemaic rapproachment with the Egyptians. He also dealt with the social classes of the Egyptian society. The introduction further gives the sources from which the author compiled his material on the history of education in Egypt during the Ptolemaic Age.

The material of the book is divided into nine chapters, of which the first deals with family and home education during the Ptolemaic Age. In Chapter 2, the author talks on military, sports and technical education under Ptolemaic Egypt.

Chapter 3 explains the process of learning, while the fourth, fifth and sixth chapters deal with the three stages of education in Ptolemaic Egypt, i.e. primary, secondary and higher.

Chapter 7 deals with the movement of enlightenment in Alexandria, while the eighth chapter discusses the philosophy and aims of Greek education under the Hellenistic Age.

The ninth and last chapter dwells upon the educational policies of the Egyptians, the indigenous people of the country, during the Ptolemaic Age.

HOME ECONOMICS

63. Rushdi, Esmat, "Dawr Al-Iqtisad Al-Manzili fi Tanmiyat Al-Maraa", (The Role of Home Economics in Developing Women), "Ta'lim Al-Jamahir", Vol. 2, Issue No. 4, (1975), pp. 124 - 127.

Following an introduction in which the writer showed the impact of the new concept of home economics on the new structure of development, she explained the meaning of the science of home economics and pointed to its impact on large and small homes in the city and the village as well as its role in the economic development of Egypt.

The writer went on to relate the history of home economics in Egypt, saying that it was introduced for the first time in 1910 and, eversince, its teaching has undergone developments upto the scholastic year 1937/38 when a special Section for Home Economics was established in the Teacher Training Institute for Women in Zamalek. In 1940, this Section was transformed into a full-fledged independent Institute of Home Economics.

The writer reviewed the developments undergone by this Institute till 1974 and mentioned the conditions of admission therein.

In conclusion, she gave statistics showing the number of graduates of this Institute through 1974, whether Egyptians or citizens of other Arab countries and indicated the fields in which they are engaged.

ILLITERACY

Eradication of

64. Ramadan, Abdul Azim, "Kull Mashakilina Tabdaa min Huna", (All our Problems Start Here), "Al-Gumhouriyah" newspaper, 22nd year, Issue No. 7956, (October 8, 1975), p. 5

Beginning his article on illiteracy, the writer explained its serious nature, mentioning the percentage of illiterates to the population of Egypt.

He advanced a programme of nine points derived from the experience of other countries which have outpaced Egypt in fighting illiteracy, calling for: the creation of a higher committee for fighting illiteracy, the enactment of a Republican Decree compelling illiterates to learn how to read and write, the reduction of the hours of work by two hours for workmen wishing to leave early and join illiteracy classes, requiring the educated populace to teach the illiterates, such being a public service, providing the necessary accommodations for studying, authorizing the competent authorities to punish anyone found guilty of attempting to prevent an illiterate from studying, utilizing the information media in this respect and, lastly, assigning prizes and medals for those villages, towns and governorates which succeed in wiping out illiteracy.

65. Abdul Rashid, Kamal, "Najah Tajrubat Mahw Al-Ummiyyah Bi-Muhafazat Al-Menufiyah" (Successful Experiment for Eradicating Illiteracy in Menufiyah Governorate), "Al-Masaa" newspaper, 20th year, Issue No. 7012, (November 12, 1975) p. 3

The article began with an introduction on the low rate of illiteracy in Menufiyah Governorate as compared to other Governerates, indicating the reasons for such phenomenon.

Experiments undertaken by the Governorate for wiping out illiteracy included the experiment of Dr. Al-Ansari which endeavours to eradicate illiteracy in six months, the formal classes opened by the Governorate for that purpose and the experiment of individual tutoring also started. The article indicated how each experiment is financed and the degree of its success in fighting illiteracy.

The writer later mentioned the obstacles encountered in the course of implementing each experiment in the Governorate, such as the lack of the required teaching staff and the non-availability of rooms for assembling students in literacy classes or means of transportation in some locations.

In conclusion, the writer described the measures taken by the Governorate to overcome these difficulties.

66. 'Abdul Khaleq, Gouda, "Lemaza Fashelna fi Mahw Al-Ummiyyah Wa-Tahdid Al-Nasl Wa-Najahna fi Binaa Al-Sadd Wa-Idarat Al-Qanah?", (Why Did We Fail in Eradicating Illiteracy and in Birth Control and Succeeded in Building the High Dam and Running the Suez Canal?), "Al-Ahram" newspaper, 101st year, Issue No. 32519, (December 23, 1975) p. 7

Reviewing the problems which must be solved in the 1976/80 Plan, the writer cited over-population and illiteracy as the two most important problems which should be confronted.

After mentioning the causes for which the special agencies set up to tackle these problems have failed, the writer stressed the need for mobilizing all efforts and material and human resources of the society for this purpose, pointing to the role of the Political Organization and the information media in this respect and saying that industrial enterprises should manufacture the much needed contraceptive devices and the necessary demonstration and school instruments in order to ensure success for the efforts aimed at wiping out illiteracy.

67. The League of Arab States, The Arab League Educational, Cultural and Scientific Organization, The Central Agency for the Eradication of Illiteracy and Adult Education, "Legislations of Eradication of Illiteracy and Adult Education in Arab Countries", Cairo, 1975, 185p.

The book began with an introduction in which the writer reviewed the activities of literacy and adult education in developing societies,

explaining the role of the Arab Agency for the Eradication of Illiteracy and Adult Education in this respect.

The material of the book is then divided into two parts: Part 1 is a comparative study and analysis of literacy legislations in Arab countries as well as the trends of legislations in Arab countries concerning the following subjects: definition of the illiterate, compulsory education, incentives, sources of financing and role of syndical and popular organizations in the field of fighting illiteracy.

Part 2 reviews the legislations promulgated for the eradication of illiteracy in ten Arab countries. The section devoted to Egypt includes the full text of Law No. 67 of 1970 in connection with Adult Education and Eradication of Illiteracy, the Republican Resolution No. 311 of 1971 in connection with the constitution and powers of the Supreme Council for Adult Education and Eradication of Illiteracy, the Ministerial Resolution No. 89 of 1972 in connection with the constitution and functions of a Council for Adult Education and Eradication of Illiteracy in the Governorates and the amendments introduced by virtue of the Ministerial Resolution No. 148 of 1973.

Problem of

68. Joma'ah, Ahmed, "Mushkilat Al-Umiyyah fi Biladina Wa-Kayfa Naqdi 'Alaiha", (The Problem of Illiteracy in our Country and How to Overcome It), "Al-Masaa" newspaper, 20th year, Issue No. 7058, (December 28, 1975), p. 3

At the outset of his article, the writer discussed the phenomenon of illiteracy among school leavers in the primary stage. He also discussed the problem of those who are originally illiterate, indicating their ratio to the total number of the Egyptian population.

Following a review of the reasons why attempts to eradicate illiteracy have been a failure, the writer referred to the irresponsibility showed by those entrusted with the literacy campaign, adding that illiterates do not go regularly to classes and the information media are not performing their duty properly. He mentioned as well the impact of primary education problems on this problem.

Concluding his article, the writer devised solutions for this problem, saying that more attention should be given to primary education, school buildings should be provided, serious tests should be given to those attending literacy classes to determine the progress made by them, more time should be given to audio-visual emission programmes designed for illiterates and encouragement should be given to community service camps engaged in fighting illiteracy.

INTELLIGENCE TESTS

69. Mahmoud, Ibrahim Waguih, "Ikhtibar Al-Qudrah 'ala Al-Tafkir Al-Naqid", (Testing the Ability of Critical Thinking), "Sahifat Al-Maktabah", (Library Magazine), Vol. 7, Issue No. 3, (October 1975), pp. 26 - 37.

Following an introduction on the importance of critical thinking, the writer related his experimentation with this type of thinking and the objective tests utilized by him to measure it. He mentioned the reasons which prompted him to consider revision of the objective tests utilized, with the aim of measuring and changing them. According to him, the plan of change was based on studying the elements of the test.

The writer went on to describe the testing experiment conducted following this change in order to determine its reliability from a statistical point of view, indicating the reliability co-efficients of the whole test on the basis of accuracy of the content and also accuracy of the experimentation.

The article concluded with some educational applications in which individual differences were discerned. Likewise, the writer evaluated the experimental methods adopted in schools, evaluated the curricula and determined the relations existing between the ability to think critically and success in the various school subjects.

LAWS AND LEGISLATION

See: 12-14, 84, 86, 105

MATHEMATICS,

Development of

70, Zayed, Mohamed, "Al-Riyadah Al-Hadithah; Lemaza Al-Shakwa Minha? Ayyuhuma Afdal, Al-Hadithah Am Al-Qadimah?", (Modern Mathematics; Why Complain from it? Which is Preferable, the Modern or the Old?), "Al-Ahram" newspaper, 101st year, Issue No. 32438, (October 3, 1975), p. 8

The article quoted the answers given by the Minister of Education to the questions posed to him on the teaching of modern mathematics and their problems. It also gave a review of the reasons why the experiment of teaching this subject, which started in Arab countries five years ago, should continue.

The writer went on to review the developments undergone by modern mathematics over the last hundred years, and described UNESCO s pilot plan for developing the curricula and teaching methods of mathematics in the secondary stage in Arab countries.

Concluding his article, the writer mentioned the developments undergone and the difficulties encountered in teaching modern mathematics in Egypt eversince the experiment was initiated in six schools in 1970 and until 1975, mentioning in this regard the preparations made for its teaching in the school year 1975/76.

Teaching of

71. Malati, George Naguib, "Tatweer Tadris Al-Riyadiyyat Darourah Wa-Masouliyah" (The Development of Mathematics Teaching is a Necessity and a Responsibility) "Sahifat Al-Tarbiyah", (The Magazine of Education), 27th year, Issue No. 4, (October 1975), pp. 17 - 25.

Beginning his article, the writer reviewed the most important factors' which call for developing the methods of teaching mathematics and the factors which contribute towards that end, notably: the emergence of computors, the need for the Egyptian and Arab society to catch up with sciences and technology of this age and the development of the modern method of teaching mathematics.

The article enumerated the reasons for the failure in adopting the modern method of teaching mathematics, mentioning in this respect the deficiencies of text books, the impact of teaching in class rooms, examinations which emphasize one repeated type of problems, private tutoring, lack of interest in teaching any subject in detail, the shortcomings of the curricula and the little attention given to teachers' refreshing sessions.

Following a review of the outcome of the research undertaken in the field of traditional mathematics, the writer showed how modern mathematics, taught in the first year secondary in twelve Egyptian schools, influenced the development of this subject.

The article ended with an explanation of the objective test undertaken by the author in 1970 on pupils of the first year secondary in the Aeronautical Secondary School in order to measure the students' comprehension of the concepts contained in the modern mathematics curriculum.

MEN AND WOMEN TEACHER TRAINING COLLEGES

Education - Curricula

72. Metawi', Ibrahim Esmat, "Al-Tarbiyah Wa-'Ilm Al-Nafs Bi-Dur Al-Mu'allimin Wal-Mu'allimat" (Education and Psychology in Men and Women Teacher Training Colleges), by Ibrahim Esmat Metawi' et al, Cairo, Ministry of Education, 1975, 224p.

This book consists of three units comprising twenty chapters.

The first unit, which includes the first six chapters, deals with the primary school and its importance. Chapters 1, 2 and 3 discuss education, its significance, functions and factors. Chapters 4, 5 and 6 deal with planning of education in the Egyptian society and the importance, aims and place of the primary school in the local community.

In the second unit, covering Chapters 7 through 13, the book deals with the child and his learning. Chapter 7 shows the significance of psychology to the primary school teacher. The eighth chapter reviews the methods of studying childhood, while Chapter 9 discusses the stages of growth and their problems. The tenth chapter deals with the process of learning, while Chapter 11 indicates the conditions of learning. The types of experience and know-how are reviewed in Chapter 12. The thirteenth chapter is concerned with the mental process which contributes to learning.

The third unit, which includes Chapters 14 through 20, is concerned with primary school curriculum and the manner in which it is applied. Chapter 14 deals with the organization and analysis of primary school curriculum, while Chapters 15 and 16 indicate how the curriculum may be applied and evaluated. In the nineteenth and twentieth chapters, the authors deal with text books and other educational aids, with special reference to the training required for the manufacturing of these aids.

The last chapter deals with extra-curricular activities and how they should be organized in the primary school.

Mathematics - Methods of Teaching

73. Hendam, Yehya Hamed, "Al-Turuq Al-Khassah Bi-Tadris Al-Riyadiyyat Li-Dur Al-Mu'allimin Wal-Mu'allimat", (Methods of Teaching Mathematics in Men and Women Teacher Training Colleges), by Yehya Hamed Hendam and Ahmed Salahuddin Abu-Seif, Cairo, Ministry of Education, 1975, 383p.

In their introduction, the writers commented on the aims and methods of teaching mathematics.

They divided the text of their book into five parts, namely:

Part 1, which deals with the aims of teaching arithmetics, shows the importance of defining aims and reviews the significant aims of teaching arithmetics.

Part 2 deals with the methods of thinking in mathematical subjects, explaining the inductive, measurements, constructive and analytical methods.

The third part, which is concerned with educational aids, shows the importance of these aids in teaching mathematics and reviews the principles of their utilization, their types and the manner in which each aid is utilized.

Part 4 is devoted to a study and analysis of arithmetic curricula in the six years of primary education and analyzes the curricula of geometry in the primary stage.

The fifth and last part deals with methods of evaluation in arithmetics, defining evaluation and describing its steps and procedures. In this connection, the authors discuss pupil records and all types of evaluation, assessment, interviews and tests.

Practical Education

74. A.R.E., Ministry of Education, "Al-Tarbiyah Al-'Amaliyah Bi-Dur Al-Mu'allimin Wal-Mu'allimat", (Practical Education in Men and Women Teacher Training Colleges), Cairo, 1975, 45p.

This book is divided into six chapters, the first of which deals with the primary school and describes its evolution and the relationship between a student in teacher training colleges and the primary school.

Chapter 2 sets forth the function and aims of practical education, while the third chapter lists factors deemed necessary in the successful performance of a teacher training college student.

In this connection, the book asserts that a teacher must identify his aims. It also shows the importance of defining children's needs, studying school environment, utilizing group methods in teaching and utilizing educational sources and aids.

Chapter 4 reviews the educational activity preceding practical education, showing in this respect the importance of acquainting oneself with the school, curricula and educational aids utilized.

The fifth chapter deals with classes of observation and criticism, saying that it is the student's duty to observe school teachers and follow their activities.

The sixth and last chapter underlines the importance of preparing lessons and explains the procedures in this respect. Following a review of the various methods of teaching, the book selected a method for presenting problems as an effective educational method, showing its advantages and citing examples of problems discussed in lessons.

MENTAL HEALTH

75. El-Koussi, Abdul Aziz, "Ussus Al-Sihhah Al-Nafsiyyah", (Principles of Mental Health), 5th Edition, El-Nahdah El-Misriyah Bookshop, 1975, 480p.

In his introduction, the writer spoke of his personal experience acquired from the study of cases referred to him at the Medico-Psychological Clinic attached to the Faculty of Education, saying that his work as psychological specialist at the Office of Social Service attached to Cairo Juvenile Court has also contributed to the compilation of the material of this book.

The text of the book falls into three parts, subdivided into twenty seven chapters.

Part 1, which includes nine chapters, explains the principles of mental health and its definition, and deals with other subjects such as heredity, the environment, the effects of the mind and body on the individual, the behavioural drives, instincts, needs, the integrated personality and the stages of growth.

In Part 2, consisting of Chapters 10 through 13, the writer deals with the child in his social environment, showing the relation between the child and his father and brothers, the relationship between the school and the problems of youngsters and the relations between the teacher and pupil.

The third and last part, which covers Chapters 14 to 27, deals with the problems of bringing up children, discussing in particular the problems of nutrition, problems of sleep, unconscious bed-wetting, nervous movements, vocal difficulties, fear, lack of self-confidence, telling lies, cliptomania, the aggressive tendency, the inclination to quarrel and destroy, jealousy, educational retardation, sexual problems and, lastly sexual education.

The author appended to his book a list of the glossary used in the text.

PERPETUAL EDUCATION

76. Qurah, Hussein Soliman, "Al-Tarbiyah Li-Mada Al-Hayah Asas Wadih fi Minhaj Al-Tarbiyah Al-Islamiyah", (Life-time Education is an Obvious Basis in the Method of Islamic Education), "Sahifat Al-Tarbiyah", (The Magazine of Education), 27th year, Issue No. 4, pp. 40 - 47.

The first part of this article deals with the concept of life-time education showing the basis on which it rests and saying that it drives men to seek education, learn how to express themselves, develop their ability to observe intelligently, acquaint themselves with the sources of knowledge and develop their ability to work in collaboration with other people.

The second part of the article is devoted to a discussion of the attitude of Islam towards the concept of life-time education, showing that Islam adheres to this concept, and citing quotations from the Holy Quraan, from the Prophet's Tradition and also from the early Moslem jurists, all of which call for educating members of the Muslim society.

PHILOSOPHY OF EDUCATION

77. Ahmed, Saad Moursi, "Tatawur Al-Fikr Al-Tarbawi", (Development of Educational Thinking), 3rd Edition, Cairo, 'Aalam Al-Kutub, 1975, 552p.

Following an introduction in which the author dealt with thinking in general and educational thinking in particular, he proceeded to the text of the book which fell into twenty chapters.

Chapter 1 is an interlude to the subject of educational ideology, while Chapter 2 reviews the manner in which the history of educational thinking is taught.

The third chapter deals with education in primitive societies, while Chapters 4 and 5 discuss education in China and India.

Chapter 6 is concerned with education in ancient Egypt and the Ptolmic era and shows the aim, curricula and methods of teaching and school organization during that time. This chapter also deals with the Alexandrian School.

In Chapter 7, the author deals with Greek education, while the eighth chapter shows the impact of Roman education on the Middle East.

Chapter 9 is devoted to a discussion of Christian education in its early centuries, while the ninth and tenth chapters deal with Islamic education and introduce some Muslim philosophers and thinkers.

The eleventh chapter deals with European education in Medieval Ages, while Chapters 12, 13, 15, 16, 17 and 18 deal with modern European, American and Soviet education.

Both Chapters, 14 and 19, are devoted to a review of modern education in the Arab World and the role of the League of Arab States in this respect.

The book ends with Chapter 20 which outlines all preceding chapters, followed by a bibliographical list of Arabic and foreign references consulted in the compilation of this work.

78. Abdul Noor, Francis, "Al-Tarbiyah Al-Aflatouniyah Wa-Atharuha fi Manahijina Al-Haliyyah", (Platonic Education and its Influence on Our Present Curricula), Al-Matba'ah Al-'Uthmaniyah, 1975, 136p.

The author comments in his introduction on Plato's role in laying the foundations of science and philosophy and reviews Bertrand Russell's opinion regarding Plato.

He divides the book's material into four chapters, the first of which deals with Greek education before Plato and reviews the Athenian System of education.

In the second chapter, he deals with Plato's educational theory and shows the factors which influence his educational philosophy and the principles of Platonic education.

Chapters 3 and 4 deal with Platonic concepts as manifested in the present curricula in Egypt and shows their general impact on the methods of selecting students, educational administration and teachers. He indicates the social and psychological bases for Platonic philosophy in the present curricula of the various stages of education and in the methods of teaching and in the formulation and planning of the curricula.

A list of bibliographical references in Arabic and foreign languages is given at the end of the book for the benefit of interested readers.

POLITICS AND EDUCATION

79. Radwan, Mohamed Mahmoud, "Ta'addud Al-Manabir Wal-'Amaliyah Al-Ta'limiyyah", (Multiplicity of Rostrums and the Educational Process), "Al-Ra'ied", magazine of teachers, 20th year, Issue No. 4, (December 1975), pp. 1 - 2.

The writer began with a review of the ideas advanced by politicians concerning the concept of political rostrums. He said that the methods

of education based on dictation and indoctrination were among the great obstacles to any democratic political dialogue before and after the July 1952 Revolution.

Following a review of the methods for providing opportunities for dialogue in the primary stage, the writer mentioned subjects which are of potential value in any dialogue and discussion in the subsequent stages of education.

The writer underlined the teacher's duty, whether in the classroom or on the campus, to deepen the democratic spirit among students and create modest rostrums in schools for those who would in the future mount the highest political rostrums.

PRIMARY EDUCATION, A.R.E.

80. Shehata, Magdi Nassif, "Al-Ta'lim Al-Ibtidaei.. Howa Noqtatat Al-Bidayah" (Primary Education Is the Starting Point) "Al-Gumhouriyah" newspaper, 22nd year, Issue No. 7967, (October 19, 1975), p. 5

Beginning his article, the writer described the educational ladder in Egypt and indicated the significance of its first stage (the primary stage) in the life of a child. He related the developments undergone by the primary stage in recent years, pointing to the lack of educational experience among teachers and showing how this affects children.

The writer then proposed some suggestions for promoting primary education, with special emphasis on training primary school teachers, bringing about closer relations between the family and the school, giving attention to social, cultural and religious activities, attending to hobbies and, lastly, caring for the health and athletic aspects of children's life.

PRIVATE EDUCATION

81. Radwan, Mohamed Mahmoud, "Mustaqbal Al-Ta'lim Al-Khas", (Future of Private Education) "Al-Ra'ied", magazine of teachers, 20th year, Issue No. 4, pp. 2 - 3.

Following a review of the National Council of Education's discussions on private education which dealt with its administrative, financial and technical problems, the writer dwelt upon the future of private education, demonstrating its role in helping the State to perform its educational mission.

The writer substantiated his article with statistics illustrating the services rendered by private education. He explained how the constitution

views this type of education and showed its impact on the principle of equal opportunities, a fundamental basis of the Egyptian socialist democratic system.

In conclusion, the writer called upon the State to take over the responsibility of private education in the future and to formulate its educational plans on this basis. He appealed to the National Council of Education to adopt a recommendation to this effect.

RELIGIOUS EDUCATION

82. Al-Zahabi, Mohamed Hussein, "Al-Tarbiyah Al-Diniyah fi Marahil Al-Ta'lim Al-'Aam" (Religious Education in Stages of General Education), "Al-Ra'ied" magazine of teachers, 20th year, Issue No. 4, (December 1975), pp. 5 - 6.

The writer started his article with an introduction in which he explained the impact of religious education on society's progress and development, saying that general education in Egypt is shared between Al-Azhar and the Ministry of Education.

Commenting on Al-Azhar, the writer described its role in safeguarding religion, but said that the textbooks and curricula of Al-Azhar are in need of development.

Following a discussion of the curricula of religious education and the fact that they are not linked to any of the concepts to which pupils are exposed, the writer reviewed the steps which, in his opinion, should be taken to promote religious education in the various institutes of Al-Azhar, starting with primary institutes.

The writer then discussed the outcome of religious indoctrination in the schools of the Ministry of Education, showing the shortcomings of indoctrination and describing the steps which should be taken to develop religious education in the three stages, (i.e. the primary, preparatory and secondary).

The writer added that the proper teaching of religion to pupils requires adequate training of the teachers of religion, applying academic methods in religious universities and giving careful attention to curricula.

83. 'Azzam, Salah, "Hatta Yakuna Ta'lim Al-Din Mutmiran Wa-Mufidan", (So that Religious Education may become Fruitful and Useful), "Al-Gumhouriyah" newspaper, 22nd year, Issue No. 8021, (December 12, 1975), p. 5.

Referring to the low standard of teachers of Islamic religion, the writer cited some examples of the errors made by them, explaining the causes for such a low standard.

Reviewing the factors required for the development of religious teaching in schools, the writer dealt with the teacher himself, the good example set by him and the curriculum. He explained the role of the Association of Teaching Professions in training teachers on teaching this subject and stressed the need for providing suitable places for worship in schools, indicating the sources for expending on the equipment of these places and showing how they contribute towards the development of religious education in Egypt.

SCHOOL ADMINISTRATION AND ORGANIZATION

84. A.R.E. Legislations, Laws and Regulations .. etc; "Ministerial Resolution No. 253 dated December 28, 1975 in Connection with Supervision over Schools Belonging to Al-Ma'ahid Al-Qawmiyah" Cairo, Cabinet of the Minister, Ministry of Education, 1975, 5 Stencil pages.

The first Article of this Resolution provides for the creation of a Supreme Council for Ma'ahid Al-Qawmiyah Schools. Article 2 describes the manner in which this council is constituted, while the third Article specified its functions. Article 4 deals with the formation of three technical committees to assist the council. The functions of these specific technical committees are set forth in Article 5.

Article 6 describes the methods of supervision and follow-up employed by the competent Directors of Education.

The eighth Article repeals Ministerial Resolutions No. 187 of 1973 and No. 81 of 1974.

The ninth and last Article provides for the publication of this Resolution in the Official Gazette and its subsequent implementation.

85. Samaan, Wahib, "Al-Idarah Al-Madrasiyah Al-Hadithah", (Modern School Administration), by Wahib Samaan and Mohamed Mounir Mourši, Cairo, 'Aalam Al-Kutub, 1975, 285p.

In their introduction, the authors defined school administration and showed its fields of interest. They indicated to what extent their book is vital for those engaged in education and research.

The book is divided into eight chapters, the first deals with the aims and patterns of modern school administration.

Chapter 2 describes the buildings, equipment and organization of modern schools.

The third chapter is concerned with standards and skills in modern school administration, while Chapter 4 deals with the most significant characteristics of the modern school principal, with an explanation of his function and role in leadership.

Chapter 5 is devoted to a study of the relations between the school principal and the fields of cultural, philosophical and psychological education.

The sixth chapter deals with the procedural aspects of school administration, such as school schedule, school discipline, and school calendar, while Chapter 7 deals with communication in schools, referring in this respect to reports, school conferences, interviews and supervision.

The eighth and last chapter represents a comparison between school administration in the Soviet Union and in the United States of America.

The book ends with a bibliographical list of references of value in this field.

Primary Schools

86. A.R.E., Legislations, Laws, Regulations.. etc., "Ministerial Resolution No. 189 Dated November 6, 1975 in Connection with the Re-organization of Primary Schools annexed to Men and Women Teacher Training Colleges", Cairo, Cabinet of the Minister, Ministry of Education, 1975, 4 stencil pages.

This Resolution consists of eight articles, the first of which provides for the annexation of a mixed primary school to each men and women teacher training college.

Article 2 indicates the type of assistance which the Ministry of the Directorate of Education may extend to these schools to enable them to perform their duty.

The third article indicates the role of men and women teacher training colleges in assisting the annexed primary schools in assuming their responsibilities.

Article 4 describes the method whereby annexed schools are supervised and their activities followed up.

The fifth article indicates the type of cooperation between the technical advisor and the school headmaster and shows the manner in which facilities are provided for the proper functioning of annexed schools.

According to Article 6, a Council for the general supervision of such schools is to be formed. The manner in which it would be constituted as well as its powers are set forth in the same Article.

Article 7 repeals Ministerial Resolution No. 90 of 1970, while Article 8 provides for the publication of the Resolution in the Official Gazette.

SCHOOL LIBRARIES

87. Greiss, Halim Ibrahim, "Tajrubah Maidaniyah fi Majal Tawzif Al-Maktabat", (A Field Experiment in the Utilization of Libraries), "Sahifat Al-Maktabah", (Library Magazine), Vol. 7, Issue No. 3, (October 1975), pp. 52 - 59.

In an introductory note to his article, the writer described the field experiment initiated in 1969/70 at men and women teacher training colleges for the purpose of realizing the concept of perpetual education and self culture.

After defining self-culture, the writer discussed the methods for its realization, mentioning the references on which one relies in such endeavour.

He went on to describe the steps taken for applying the experiment on two selected subjects in history and geography in the fifth year (graduating class) of the teacher training colleges in the academic years 1973/74, 1974/75 and 1975/76.

Enumerating the obstacles encountered in the application of this experiment, the writer mentioned the lack of reference books in teacher training colleges, lack of the necessary appropriations for implementing the experiment and lack of confidence in the experiment. He then described the manner in which these obstacles were overcome, thus contributing to the success of the experiment designed for the first year of the primary stage and the third year secondary of the high level section.

Librarians - Training - Primary Schools

88. A.R.E. Cairo Governorate, Heliopolis Educational Administration, "Training Programmes for Library Supervisors in Primary Schools", Cairo, 1975, 86p.

As an introduction to the book, an explanation is given of the aims of the Training Programme, the categories of participants therein, its duration, courses, lecturers and instructors, and schedules.

Following a summary of the speech delivered by the Senior Inspector of libraries, the booklet outlined the important lectures delivered in the course of the Programme which dealt with: the importance of libraries in primary schools, the types of libraries, book records, classification and indexing, the library's function in a primary school, the place of

the library in the school curricula, exploitation of the free-reading period, the method of preparing summaries and term papers, the library's cultural, educational and cooperative activities, the library's role in developing love for reading, the modern school library, and the specialized libraries and their function.

The recommendations adopted by the participants in this Training Programme were cited at the end of the booklet, significant of which are the underlining of the role of the library in primary schools and the necessity for providing practical training to librarians.

SCHOOL THEATRE

89. Fathallah, Sanaa, "Ayna Al-Masrah Al-Madrasi?", (Where Is the School Theatre?), "Al-Akhbar" newspaper, 24th year, Issue No. 7311, (November 24, 1975), p. 12.

Talking on the interest shown in school theatres, the writer said that such interest would eventually create a public for theatres. She stressed the need for teaching dramatics in schools, saying that dramatics are of vital importance in school life.

Following a discussion of the curriculum of music in the primary stage and in the various other subsequent stages, the writer pointed to its shortcomings and called for its substitution with dramatics.

She suggested subjects to be taught in the curriculum of dramatics, discussed the method of testing students of dramatics and described the role of a special committee to be formed within the Ministry of Education for that purpose.

Concluding her article, the writer said that teaching this subject would result in creating awareness among the public of theatres.

90. Fathallah, Sanaa, "Wa-Hatta Yasdura Qarar Wazir Al-Tarbiyah Wal-Ta'lim... Al-Masrah Al-Madrasi", (Pending a Decision by the Minister of Education on School Theatres), "Al-Akhbar" newspaper, 24th year, Issue No. 7329, (December 15, 1975), p. 12.

This is a second article on school theatres by the same writer.

Beginning this article, the writer mentioned that she has received numerous comments from the officials of the Ministry of Education, all of which supported the introduction of school theatres.

She then talked on the period of music in the weekly schedule of each of the primary, preparatory and secondary stages, saying that this period

is never used for teaching music owing to the acute shortage of teachers of music, especially in remote areas.

In support of her argument, the writer cited the example of the situation in the Governorate of Suhag, giving statistics to illustrate it.

She went on to discuss the shortcoming of the present state of school theatres, pointing to the scarcity of allocations and the non-availability of full-time teachers specialized in school dramatics.

Concluding her article, the writer described the effect of dramatics on students, saying they arouse their enthusiasm, broaden their awareness, expand their knowledge and make school curricula appealing to students through stage demonstration.

SINGLE TEACHER SCHOOLS

91. El-Tahawi, Lamis, "Tajrubat Al-Madares zat Al-Fasl Al-Wahed", (The Experiment of Schools with One Class Only), by Lamis El-Tahawi and Hurriyah Ahmed Hussein, "Al-Ahram" newspaper, 101st year, Issue No. 32448, (October 13, 1975), pp. 3 and 8

A review is given at the beginning of this article of the surveys which were conducted on the type of schools with one class only, their methods of teaching and the decisions adopted in this respect.

After dealing with students enrolled in these schools, the writers mentioned the conditions to be fulfilled in any teacher assigned to this type of schools and the various courses taught in them. They also referred to the method whereby technical supervision could continuously be exercised over these schools.

Concluding their article, the writers reviewed the findings of a Committee established within the Ministry of Education for developing these schools and overcoming such obstacles as may hinder the performance of their mission.

The article included statistical data on the number of schools scheduled to be opened during the scholastic year 1975/76 in each Governorate of the Arab Republic of Egypt.

SOCIAL PSYCHOLOGY

92. Osman, Sayyed Ahmed, "'Ilm Al-Nafs Al-Ijtima'i Al-Tarbawi", (Socio-Educational Psychology), Cairo, The Anglo-Egyptian Bookshop, 1975, 136p. Vol. I, The Social Adaptation.

Concentrating in his introduction on the social aspect of the educational process, the author endeavoured to attain a full understanding of this aspect and to review the fields with which social psychology is concerned.

The text of the book falls into six chapters.

Chapter 1 deals with social adaptation and indicates its various factors.

While the second chapter deals with the theories of social adaptation, the third shows the family's effect on such adaptation.

Chapter 4 reviews the role of the school in social adaptation and deals, in this connection, with the position of the school as a secondary society, the social environment of the school, the mechanism of social adaptation in school and the teacher's role in this adaptation.

The fifth chapter is concerned with the role of homogeneous groups in social adaptation, while the sixth and last deals with the role of the information media in social adaptation, their mechanism in realizing social adaptation and the side effects of these media.

SPORTS EDUCATION

93. Galal, Saad, "'Ilm Al-Nafs Al-Tarbawi Al-Riadi", (Sports Educational Psychology), by Saad Galal and Mohamed 'Alawi, 4th Edition, Cairo, Dar El-Maaref, 1975, 558p.

This book consists of eight parts subdivided into twenty three chapters.

Part 1, which comprises the first three chapters, deals with sports educational psychology and its practical fields, sports as a process of investment and the methods of studying sports education.

In part 2, which embraces Chapters 4 to 8, the author is concerned with developmental psychology and shows the factors influencing it as well as its significant principles and characteristics during the stages of the cradle or breast feeding, early childhood, late childhood, adolescence and youth.

Part 3, which includes Chapters 9 to 13, deals with motivations in sports education and explains in this respect the primary and secondary motives, emotions, psychological struggle, unconscious motivations, inclinations and motivations in school and sports activity.

The fourth part, which encompasses Chapters 14 and 15, discusses education and the mental process in sports education.

Part 5, which begins with Chapter 16 and includes Chapters 17, 18 and 19, deals with sports education, individual differences in intelligence and personal capabilities and shows the methods of measuring individual differences, personal capabilities, scholastic achievement and personality assertation.

The sixth part discusses, in Chapters 20 and 21, group psychology and leadership.

Part 7, consisting of Chapter 22, deals with psycho-mental health, while the eighth and last part, comprising Chapter 23, discusses educational orientation and shows its development and meaning and the role of the teacher in this respect.

94. Lutfi, Abdul Fattah, "Al-Tarbiyah Al-Riyadiyah Bi-Dur Al-Mu'allimeen Wal-Mu'allimat", (Sports Education in Men and Women Teacher Training Colleges), by Abdul Fattah Lutfi, Mursi Fahmi Ibrahim and Ibrahim Ahmed Salama, Cairo, Ministry of Education, 1975, 159p.

The introduction is intended to introduce the book and show its significance to the sports instructor in the primary school.

The book's material is divided into eight chapters. The first is devoted to defining sports education and showing its aims and concepts in each Arab country and in the Arab Republic of Egypt.

Chapter 2 deals with various types of sports, such as swimming.

The third chapter is concerned with volley ball, while the fourth deals with track and field.

Chapter 5 discusses drills of every kind and their tools, while the sixth chapter deals with gymnastics. Chapters 7 and 8 elaborate on the volley ball and field and track.

STUDENTS

Learning - Secondary Schools

95. Zeidan, Mohamed Mustafa, "Al-'Ilaqah bayna Al-Zakaa Wa-Mustawa Al-Tahsil fi Al-Tanawiyah Al-'Aammah", (The Relation between Intelligence and the Level of Learning in the General Secondary Stage), "Sahifat Al-Tarbiyah", (The Magazine of Education), 27th year, Issue No. 4, (October 1975), pp. 11 - 16.

The article started with an introduction in which the writer emphasized the importance of the research he is undertaking, explaining its aim.

Following an enumeration of the hypotheses which the writer sought to prove by this research, he moved to a discussion of the sample chosen, dividing it according to the various fields of scientific studies in the second year of the scientific section of the Faculty of Education.

As for the writer's method of research, it was divided into two sections: experimental and statistical. In dealing with each section, the writer reviewed the tools and methods used in testing the primary mental abilities as well as superior intelligence. In the light of these studies and methods, the writer reviewed the results obtained from his research, whether in general or in relation to intelligence tests, including an analysis of the questions put in the General Secondary Certificate examinations.

Problems of

96. El-Bahgouri, Fayez, "Ma' Al-Talabah fi Mushkilatihim Al-Aatifiyyah Wal-'Aailiyyah Wal-Ijtima'iyyah", (With Students in their Emotional, Family and Social Problems), Cairo, Al-Maktabah Al-Misriyyah, 1975, Vol. I, 111p.

In his introduction, the writer explained why he ventured to discuss in all frankness the emotional and family problems of students.

After saying that fathers and mothers are responsible in this respect, he showed the results of their various attitudes and how they influence children. These attitudes are: the passive, the strict and the flexible.

The writer further discussed the school's responsibility in this respect, showing the responsibility of both the social worker and teacher, saying that school curricula have no place for ethics. He added that the information media show no interest in these problems, explaining the outcome of this negative attitude.

The writer went on to give vivid pictures of problems which children attempt to conceal from their parents, giving solutions deemed appropriate for facing such problems.

TEACHERS

Guides

97. El-Azhari, Mohamed Fahmi, "Dalil Al-Mu'allim Li-Tadris Al-Riyadiyyat Al-Haditah Li-Saff Al-Tani Al-Ibtidaei", (A Teacher's Guide to the Teaching of Modern Mathematics for Second Year Primary), By Mohamed Fahmi El-Azhari et al, Cairo, General Directorate of Primary Education, Ministry of Education, 1975, 26p.

Recommendations on teaching modern mathematics for the benefit of teachers of second year primary are reviewed in this Guide. These recommendations stress the importance of providing classes with the necessary tools, stereograms and shapes and explain in detail the methods of using stereograms. They call for the provision of the required tools for each child, the division of the blackboard or part thereof into squares and the provision of hairy blackboards in each classroom.

After showing the importance of providing the foregoing material, the Guide demonstrates how each of these new devices is used in teaching modern mathematics along the lines set forth in the text book.

The Guide also shows a modern method for teaching the multiplication table and, lastly, explains how geometry may be taught to second year primary as a branch of modern mathematics.

98. A.R.E., Ministry of Education, "Dalil Al-Mu'allim fi Al-Tarbiyah Al-Riyadiyyah Li-Sufuf Al-Arba'ah Al-Ula min Al-Marhalah Al-Ibtidaiyyah", (A Teacher's Guide to Sports Education for the First Four Years of the Primary Stage), Cairo, 1975, 80p.

Following an introduction on the purpose of the Guide and the underlying principles of its contents, the text itself falls into three parts.

Part 1 is a commentary on sports education in the primary stage. The author emphasized the importance of play to children in the first and second years, mentioning the types of sports most suitable for their age characteristics.

Characteristics of child growth in the third and fourth years and the types of sports most suited for children are also described in the Guide.

Part 2 deals with the manner in which lessons are prepared. The author draws a framework for the lessons taught in the first and second years and in the third and fourth years and explained how these lessons are put into practice, giving examples of the lessons taught in both the first and second years and also in the third and fourth years.

The third and last part presents samples of drills, gymnastics and obstacle-races intended to develop a variety of skills through the use of sticks, balls, ropes, hoops, stools and high-jump equipment.

in A.R.E.

99. Younis, Ibrahim, "Takrim Al-Mu'allim Takrimun Li-Misr Kullihah", (Honouring Teachers is an Honour Conferred Upon All of Egypt), "Al-Akhbar" newspaper, 24th year, Issue No. 7273, (October 10, 1975), p. 10.

Referring at the outset of his article to the celebration given in honour of teachers in which State officials took part, the writer discussed the teacher's role and pointed to the problems which hinder his performance of his duty.

Following a review of the steps taken in recent years by the State to do justice to teachers, the writer mentioned the role of the Minister of Education, the President of the Teachers' Association and the Association itself in this respect.

Concluding his article, the writer called for a much fairer treatment for teachers so that they may be able to serve the best interests of their country.

of Philosophy - Training of

100. A.R.E., Cairo Governorate, Heliopolis Educational Administration, "Training Programmes on Abstract Studies for Teachers of Philosophy, 1974/75", Cairo, 1975, 65p.

This paper begins with a statement on the aims of the Training Programme, the categories of participating scholars, the duration, schedule and plan of studies and the names of lecturers and instructors. It reproduces the text of the speech delivered by the Director General of Heliopolis Educational Administration in which he defined philosophy and described the philosopher's role in life.

In his speech, the Director General pointed to the significant features which should characterize our philosophical thinking and stressed the need for each society to develop its philosophy, life and characteristics through which it moves.

A summary is also given of the lectures delivered in the programme dealing with: methods of teaching philosophy, contemporary trends in philosophy, the significance of syllogism, the philosophy of high level education, modern ideological trends in text books of civics and vocational psychology, formal logic and its merits, philosophy of Medieval Ages, philosophy

versus science, methods of teaching civics, text books on vocational psychology for students of commerce, the scientific approach, scientific philosophy and the concept of philosophy as reflected in the recommendations adopted by participants. Recommendations also dealt with the considerations to be observed in the writing of text books on civics and in changing the teaching methods and syllabi of civics in the secondary stage so as to give adequate attention to philosophy.

Problems - Primary Schools

101. Rizk, 'Aida, "Azmat Mua'llim Al-Ibtidaei", (The Crisis of the Primary School Teacher), "Al-Ahram" newspaper, 101st year, Issue No. 32449, (October 14, 1975), p. 3

Beginning her article, the writer discussed the problem of teachers who work and live far away from home and the problem of salary differentiation between graduates of the same class who hold the same qualification, saying that these are the two main problems from which teachers in primary schools complain.

She then discussed the phenomenon of refusal by qualified students to join men and women teacher training colleges, giving the causes for this situation and showing its impact on the general standard of the graduates of these colleges.

After enumerating suggestions for overcoming the problems of primary school teachers, the writer emphasized the importance of opening the doors before teachers in this stage to study in the faculties of education, providing them as well with material, psychological and social stability.

Training of

102. Abdul Noor, Francis, "Adwaa 'Ala 'Idad Al-Mu'allim fi Kulliyyat Al-Tarbiyah Al-Iqlimiyah", (Spotlights on Teacher Training in Provincial Faculties of Education), Assiut, Faculty of Education, Assiut University, 1975, 30p.

This paper began with an introduction showing the importance of teacher training and its bearing on the educational process. It reviewed the differences and similarities between the training of a teacher and of a doctor, elaborating on the aim of this paper.

According to the writer, a questionnaire was prepared for the compilation of the necessary material. The writer went on to review the questionnaire and the elements contained therein and discussed the practical training of a teacher, explaining the meaning of practical training and showing its importance in the preparation of a teacher.

In this connection, the writer presented four tables which indicate the number of students in the various branches of the third and fourth years who are receiving training in the Faculty of Education in both Assiut and Minya during the academic year 1973/74. The tables show the number of classrooms in which students in the preparatory and secondary stages may receive their training.

The fourth table shows the number of periods of training in which students taking part in this questionnaire did actual teaching.

The writer concluded with some comments on the inadequacy of practical training, both as to quality and quantity, giving his views on the proper vocational training of students in faculties of education.

A list of reference books consulted in this research as well as the text of the questionnaire circulated among students were given at the end of the paper.

Training - Preparatory Schools

103. A.R.E., Cairo Governorate, Heliopolis Educational Administration, "Refresher Programme for Teachers of Arabic and Religion in the Preparatory Stage", Cairo, 1975, 40p.

Following a review of the aims of this Refresher Programme, the booklet indicates the categories of teachers participating therein and gives the necessary information on its duration, place, plans and schedule of courses.

A list is given of the sponsors of this Programme as well as their positions. The full text of the inauguration speech delivered by the Director General of the Administration is reproduced wherein he emphasized the need for giving more attention to the teaching of religion and Arabic. He pointed to the role played by Arabic language teachers in this respect.

The booklet reproduces the lectures delivered in the course of the Programme on the following subjects: aims of Arabic teaching in the preparatory stage and the manner in which these aims could be achieved, religious education in the preparatory stage, literary texts and the ideal manner in which they serve their purposes and grammar and the most ideal manner of teaching it.

The booklet then reviews the recommendations adopted at the Training Session held in August 1974 and the recommendations adopted at the Programme to the effect that more attention should be given to the teaching of Arabic and to the compilation of Arabic text books, pointing to the need for uplifting the standard of Arabic language teachers and for cancelling the two-semester system.

A concluding recommendation is reported to the effect that similar booklets on the ideal methods of teaching religion should be published.

Training - Primary Schools

104. A.R.E., Cairo Governorate, Heliopolis Educational Administration, "Programme for Training Teachers of Third Year Secondary on Teaching Arabic for High Level Classes", Cairo, 1975, 43p.

At its outset, the booklet reviews the aims, duration, place and courses of the Training Programme and gives a list of the participants therein and their positions.

It reproduced the inauguration speech delivered by the Director General of the Administration in which he appraised the teacher's mission and mentioned current educational problems, showing their causes and implications and pointing to the important steps which teachers of Arabic should take in this respect.

The booklet then cited the lectures given by the professors who lectured in this Programme on the following subjects: aims of the high level curriculum, basis for teaching high level courses and comments on the writings of Mahmoud Teymour and the poems of Abul Qassem El-Shabbi.

The booklet also reviewed the highlights of the subjects discussed in the Training Session held in Alexandria in August 1974 and, lastly, reported the recommendations adopted by the participants in the Programme to the effect that all teachers in the secondary stage should be given an opportunity to take part in similar programmes and more time should be allotted for discussion.

It reproduced as well the recommendations in respect of the teaching of Arabic language to high level students.

Transfer

105. A.R.E., Legislations, Laws and Regulations... etc., "Ministerial Resolution No. 188 Dated November 6, 1975 Amending Certain Provisions in the Ministerial Resolution No. 85 of 1974 in Connection with the Regulations Governing Transfer from and Appointment in Teaching, Supervisory, Technical Inspection and Other Technical Jobs." Cairo, Cabinet of the Minister, Ministry of Education, 1975, 2p.

This Resolution consists of three Articles, the first of which sets forth the texts superseding paragraphs 1 and 3 of Article 6 of the Third Chapter of the provisions attached to Ministerial Resolution No. 85 of 1974.

Article 2 provides for the repeal of Ministerial Resolution No. 131 of 1975, while Article 3 is concerned with the implementation of this Resolution.

TECHNICAL EDUCATION

106. Radwan, Mohamed Mahmoud, "Fanniyoun La Nuriduhum; Qadiyyah Tarbawiyah", (Undesirable Technicians; An Educational Issue), "Al-Rayed", magazine of teachers, Vol. 20, Issue No. 4, (December 1975), pp. 17 - 18.

The writer brings up the subject of graduates of technical schools and institutes who spend two or three years of unemployment before they are assigned to some work by the Ministry of Manpower. Some of them, he said, are appointed as teachers in primary schools at a time when we are complaining of the shortage of technicians in all sectors.

Discussing why factories and establishments prefer boys who receive their training in factories rather than graduates of technical schools and institutes, the writer indicated the deficiencies of training programmes for technicians, concentrating on the curricula in such institutes.

THE MENTALLY RETARDED, CARE FOR

107. Barrada, Huda, "Dawr Al-Mu'askirat fi Al-Ri'ayah Al-Nafsiyah Wal-Tarbawiyah Li-Taaheel Al-Mutakhallifeen 'Aqliyyan", (The Role of Camps in Caring for the Mentally Retarded Psychologically and Educationally), Annual Book of the Egyptian Society for Psychological Studies", Cairo, The Egyptian General Book Organization, 1975, pp. 163 - 182.

The writer began her article saying it is wrong to concentrate all attention on organizing student camps exclusively for students of universities, higher institutes and secondary schools, while no similar camps are organized for pupils in primary schools and for some special categories such as the mentally retarded.

After describing the importance of camps, the writer said that they develop the personality of an individual through the experience they provide, they overcome passivism and help participants to acquire broader knowledge and maintain closer relations with other individuals.

The writer went on to say that she had carried out an experiment on a group of mentally retarded individuals at a beach camp, giving details about the aims of this experiment, the samples selected, the age of participants, the programmes of the camp and the extent to which the camp was utilized for carrying out this experiment.

Following a description of the tools used in this experiment, the measures in which these tools were used, the methods of testing and the system of grading, the writer reviewed her findings and listed the recommendations reached on the basis of the results obtained from the experiment. She advocated the organization of camps for the mentally retarded, the development of more experienced social and psychological specialists to serve this group and the diversification of the fields of activity of the mentally retarded during their leisure time.

THE NEW ACADEMIC YEAR

108. Donia, Hamed, "'Ala Abwab 'Aam Dirasi Jadid", (On the Eve of a New Academic Year), "Al-Akhbar" newspaper, 24th year, Issue No. 8221, (October 8, 1975), p. 10.

Beginning his article, the writer stated that the responsible quarters are concerned with preparations for the new academic year, citing in this respect that the Prime Minister and the Deputy Prime Minister and Minister of Higher Education have met with the Presidents of Universities and Deans of Faculties. He showed the significance of and purpose sought by these conferences, then described the steps taken by the President of Cairo University to prepare for the new academic year.

He went on to talk on the establishment of the University of Helwan, explaining its objectives and showing how it would affect the members of the teaching body of the various institutes annexed thereto. He also showed the impact of this university on the establishment of a solid basis for higher education.

Concluding his article, the writer reviewed the new regulations governing admission of alien students in the various Egyptian faculties, saying that when they are assigned to their respective faculties from the very beginning of the year, they would be able to orderly commence their studies without delay as soon as the new academic year starts.

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